

Sierra

EDUCATIONAL NEWS

A Christmas Message

THE coming of the Christmas Season again reminds us of Mankind's age-long struggle for peace and goodwill.

We pause at this time in our busy lives to give evidence of our respect and appreciation of the Armed Forces of our Nation and of our Allies—the heroic men and women who are fighting for us on the land and sea, and in the air—that peace and justice may be the permanent lot of men everywhere.

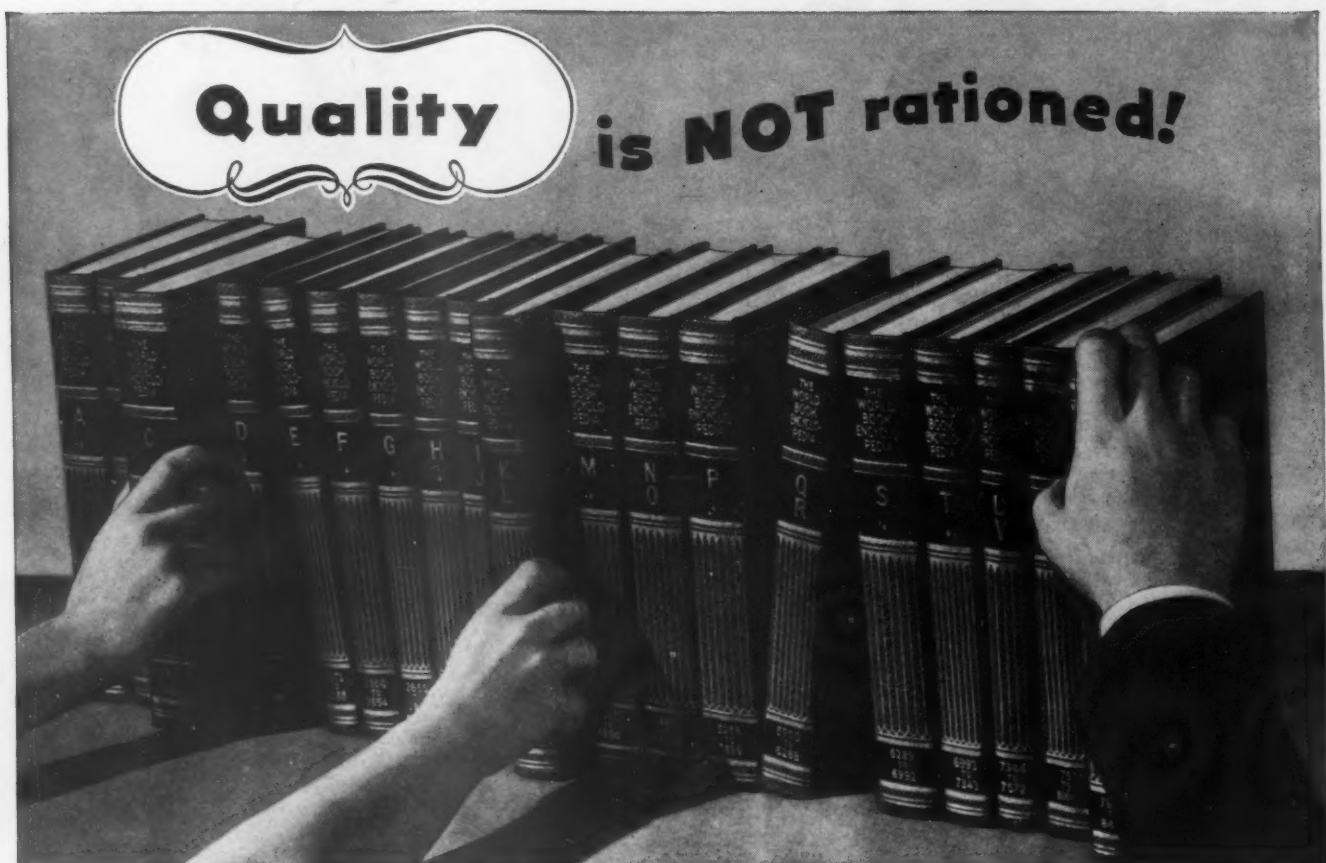
Teachers of California, through unselfish loyalty to our Country, through the fulfillment of our manifold responsibilities, and through constant devotion to our daily school tasks, can best exemplify in our lives the true Christmas Spirit.

John F. Brady

President of California Teachers Association and Chief Deputy Superintendent of Schools of San Francisco.

There are 36,250 copies of this issue . . . DECEMBER 1943

CALIFORNIA TEACHERS ASSOCIATION



THE WORLD BOOK ENCYCLOPEDIA

Your Patronage and Consideration Are Deeply Appreciated

War-time delays with respect to materials and manufacturing are unavoidable. This situation, combined with a greatly increased demand for THE WORLD BOOK ENCYCLOPEDIA, may from time to time cause delays of several weeks in shipment of the current revised edition. However, all orders are being filled in the order of receipt, and our printers, book binders, and shippers—expert craftsmen who have long aided in production of THE WORLD BOOK ENCYCLOPEDIA—will complete the manufacture and shipment of sets as rapidly as possible.

The sweep of events in a world at war intensifies both the need and the extent of encyclopedia revision. At the same time, fullest cooperation must be given to restrictions on the materials and manpower of book production. Despite such difficulties the continuous revision program of THE WORLD BOOK ENCYCLOPEDIA, originated over 25 years ago, goes forward without interruption. In fact both editorial advisors and specialist contributors are greatly increasing the extent of revision and new development, in conjunction with their work as educators throughout the country.

To the teachers and librarians who have helped make THE WORLD BOOK ENCYCLOPEDIA a significant contribution to American education, we extend sincere thanks for their cooperation and the cordial approval they have given this work.

You have aided us throughout a quarter-century of continuous revision and ever closer adaptation to the needs of the school curriculum. You have cooperated in the most extensive educational surveys ever made to guide encyclopedia revision. You have assisted in the preparation of these 19 volumes which have been called "indispensable in elementary and high school libraries."

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SIERRA EDUCATIONAL NEWS

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TRAVEL SECTION



CHRISTMAS IN SWITZERLAND

Marie Widmer

WINTER beauty and winter sports reach the acme of perfection in Switzerland by Christmas time. For many of the natives, however, this glad season signifies in addition a period full of sacred mystery and the anniversary of days particularly specified in ancient legends.

In some parts of the country the Yuletide customs and festivities still have their beginning on December 6, the birthday of Saint Nicholas. Mar-

kets and fairs are then held in villages and cities and seeing that the old traditions prescribe for this day the purchasing of presents for the children, it is an event of utmost importance to all youngsters.

In some districts Saint Nicholas parades around in person, in an attire very similar to that of our American Santa Claus, generally carrying a big bag filled with apples, prunes, nuts and home-made cookies, which he

distributes among the children who have been obedient during the year.

However, the ruddy-cheeked St. Nicholas has in some parts of the country been supplanted by Christ-kindli, or Christ Child. This lovely angel is said to have come from the Far North and it always brings to each home a Christmas tree, decorated with all the glittering things associated with fairyland and heavily laden with gifts.

In sections off the beaten path many peasants are still fervent believers in mystic powers and supernatural occurrences which ancient traditions have reported to be prevalent during Christmas time.

If you want, for instance, to find out how the weather will be during the next year, cut on Christmas Eve, an onion into half; peel off 12 layers, one for each month, and fill the same with salt. Those peelings which contain damp salt the next morning predict rainy weather for the respective month.

Young people who are anxious to learn something about their matrimonial prospects are advised to drink 3 times from 9 different fountains, when the church bells are ringing on Christmas Eve and they will then behold their future mate standing at the church door. Observing this particular custom is, of course, quite possible in Switzerland, where public fountains are found everywhere.

The Bible an Oracle

If you are courageous enough to consult the oracle as to the length of time which is still allotted to you on earth, take your Bible on Christmas Eve and the first Psalm which strikes



Picture on left—At Kussnacht near Lucerne, Switzerland, the Santa Claus celebration is observed on December 6, birthday of Saint Nicholas. Boys wearing flowing white garb and beards, reminiscent of the good St. Nicholas, Bishop of Myra in Asia Minor in the 11th century, carry artistically-fashioned transparent headgear. Photopress, Zurich.

your eye contains in stanzas the number of years which you are yet given to live.

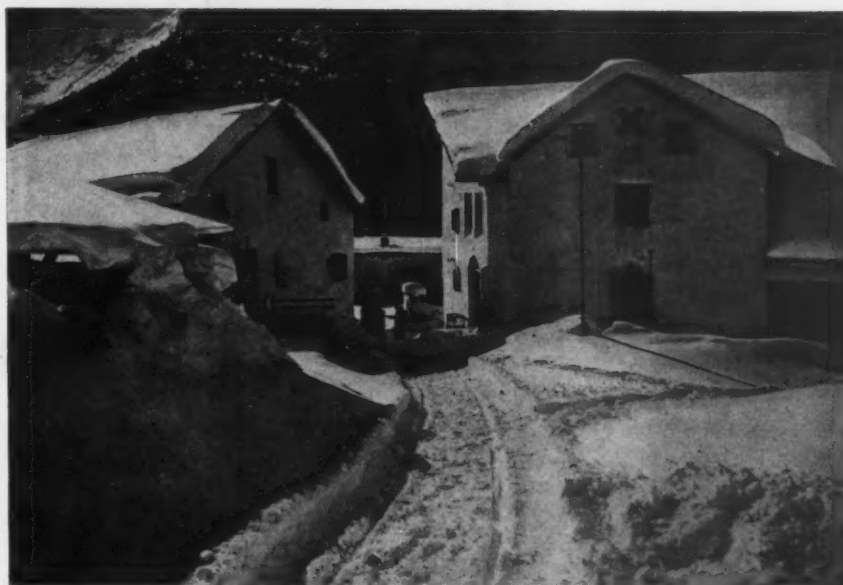
To safeguard your chickens from all animals of prey, another ancient custom advises you to clip their wings between 11 p.m. and midnight on Christmas Eve.

Christmas Children

Children born on Christmas Day can see ghosts and are able to tell your fortune. Water can be changed into wine and if you are some sort of an adept in the mysterious art of magic, you are at that time able to safeguard yourself against all bodily injuries. If farmers will fertilize the soil or tie a band of straw around the trunk of their fruit trees during Christmas week, the same will bear special quantities of fruit for the next season.

On Christmas Eve, for one brief hour, the dumb beasts are said to be able to converse in human language, but misfortune is predicted for the inquisitive who takes it upon himself to listen.

After the spell of Christmas traditions has been broken an atmosphere of happy reality is born anew on New Year's Eve, when the church bells throughout the land lift up their voices, and bonfires on mountain tops signify the passing of one calendar year and the birth of another.



Three pictures to the right (top to bottom) — Top: A Christmas card designed by Nature at Blatten in the Loetschen Valley, Switzerland. Photo A. Klopfenstein.

Center: When Winter abides at Old Pontresina, Switzerland. Photo B. Schocher.

Bottom: Bobsled parties are one of the delights of winter at Kandersteg, Bernese Oberland, Switzerland. Photo O. Hari.

Christmas Party

ANNUAL Christmas party of School Library Association of California will be held December 4, at Friday Morning Club, 940 South Figueroa, Los Angeles. Institute credit is allowed by Los Angeles County for both sessions.

At 10 a.m. Mrs. Vera Walls will give her traditional review of childrens books of the year. Professor Albert J. Adams of South Pasadena-San Marino High School will entertain with stories of Christmas carols.

At the luncheon session at 1 p.m. the principal speaker will be Dr. Charlotte D. Elmott of child guidance in Santa Barbara, who is a specialist in post-war world organization. Other distinguished speakers and guests will serve to emphasize the international unity which the program is planned to feature. Exhibits of new childrens books and books on international understanding will be arranged for the intermission between sessions. Luncheon tickets are \$1.75.

Mrs. Lillian J. Bragdon, children's editor of Knopfs and author of several books for young people, was a special guest at the November book breakfast of the Association, which meets at 9 a.m. at Manning's, 319 West 5th Street, Los Angeles, on first Saturdays. The January breakfast will be held January 8.

Wings for America

THE America at Work Series, by Dunn and Morrisett, published by World Book Company and reviewed in our November issue, has been enthusiastically received nationally, particularly the volume Wings for America.

Simply written, yet comprehensive, this book tells briefly the amazing story of American aviation—from balloons to flying fortresses within 40 years. Here is a book packed with inspiration and just the information air-minded boys and girls are seeking.

The authors give the broad picture of the business of flying, describing how the air-lines operate and the specialized training of the men who fly and maintain the planes. The story of flight is traced from Leonardo to Wright; and the milestones in aviation are briefly discussed. The chapter Flying for America tells the steps by which a man becomes a pilot in the Army Air Forces and

how another learns to be a crew chief in the ground crew.

This over-view of American aviation comprises 244 pages and is for the junior-high-school level; price \$1; address World Book Company, 116 New Montgomery Street, San Francisco 5.

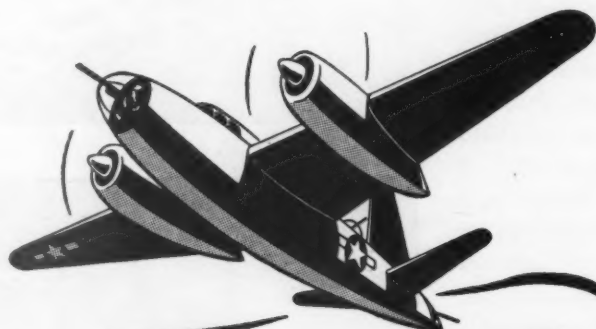
Childhood Education

CHRISTMAS luncheon meeting of Association for Childhood Education, Southern

Section, will be held on December 11, at Los Angeles Athletic Club, 431 West 7th Street, Los Angeles, at 1 p.m.; price, \$1.75.

Eugene Tincer, president of Long Beach Board of Education and past-president of California School Trustees Association, will talk on Instruction in Morals.

Reservations should be sent before December 8, to Ellen Bartzen, 800 North Lafayette Park Place, Los Angeles, FEderal 5077. — (Mrs.) Evelyn Lord Abbey, Program Chairman.



**THAT'S THE BOMBER
OUR BONDS ARE
SENDING TO BERLIN!**

Meanwhile, we continue our 24-hour a day wartime job of moving manpower from where it is to where it is needed.

**OUR EMPLOYEES
ARE RAISING
\$175,000
IN WAR BONDS
OVER PAYROLL
DEDUCTIONS TO
SEND A BOMBER
TO BERLIN.**



UNION PACIFIC STAGES

★ ★ ★ BUY U.S. WAR BONDS ★ ★ ★

Willis A. Sutton

DR. Willis A. Sutton, for the past 22 years city superintendent of schools of Atlanta, Georgia, has resigned and has accepted the position of executive secretary of the Georgia Education Association.

He succeeds Ralph L. Ramsey who has been the secretary of the Georgia Association for a number of years but who is now going into another line of work.

Dr. Sutton, one of the best-known educators of the United States, has served as president of the National Education Association and has been a prominent platform lecturer throughout the entire nation. He has hosts of friends in every state.

Because of his intimate acquaintance with all school problems, Dr. Sutton will be especially valuable in his new work.

* * *

Administrators Meet

FIRST in a series of wartime regional conferences of American Association of School Administrators will be held in Seattle January 10-12.

Theme of 3-day conference is The People's School in War and Peace. A feature of the program will be the report of President Worth McClure

on his observations in the British Isles. He left the United States for Britain last October for a tour of British schools, under auspices of British Ministry of Information and United States Office of War Information.

As a guest of the British Board of Education, President McClure is making a first-hand study of the effect of the war on education in Britain. His report at the Seattle conference will be the first to be made by him after his return to this country.

Because of wartime restrictions, attend-

ance at the Seattle conference will be limited to persons holding 1944 membership cards of American Association of School Administrators. Arrangements for local meeting-places and sleeping accommodations are being made by a committee headed by S. E. Fleming, assistant superintendent of schools, 810 Dexter Avenue, Seattle 9.

Later, conferences of the organization following the Seattle pattern will be held at Atlanta, New York City, Chicago, and Kansas City. Plans are under consideration for a meeting to be held sometime during the winter or spring in California.



Another Zero Nearer that *Happiest* New Year!

If you think Zeros don't add up, better revise your pre-Pearl Harbor mathematics . . . and *ask the man who downs one!*

The fighter pilot who has just chalked up his third victory is three long steps nearer home—nearer the girl who's waiting—nearer his happiest New Year.

Greyhound's share in bringing our fighters back to the land they love consists of carrying manpower and womanpower—supplying the vital transportation that is life-blood to war production. Today, with more than 4,000 Greyhound employees in the fighting forces, another 17,000 are helping carry the war load here at home.

And when this war is won, look ahead with Greyhound to luxurious, scenic travel on a brand new scale—marked by the economy that made Greyhound famous—made to measure for a new and better world!

Will you give 45 minutes to save a fighter's life?

About 45 minutes after you walk into Red Cross Blood Donor headquarters, you walk out with a glow of pride that won't ever come off . . . for you've given a pint of blood that may save an American fighter's life on some far battlefield. Write or phone your nearest Red Cross headquarters for an appointment.



**Welcome
AMIGOS**

Stay at Western America's largest hotel . . . enjoy an evening in the "Supper Club of the Stars" . . . a matinee in the famous Rendezvous.

But be sure to make your reservations ahead.

1500 ROOMS - ALL WITH BATH

The BILTMORE

★ Fifth and Grand Ave. ★
LOS ANGELES

GREYHOUND

VISUAL EDUCATION

NOTWITHSTANDING the fact that visual education is generally recognized as a powerful teacher's tool that today is being used in ten thousand American schools, we are still only just beginning to speak the language of pictures and to understand it is the universal tongue of education.

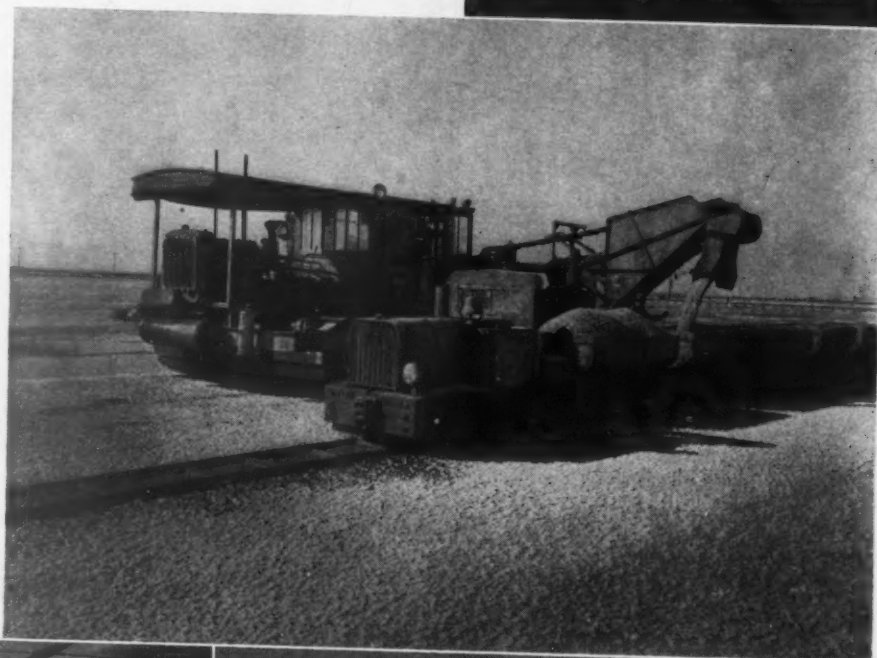
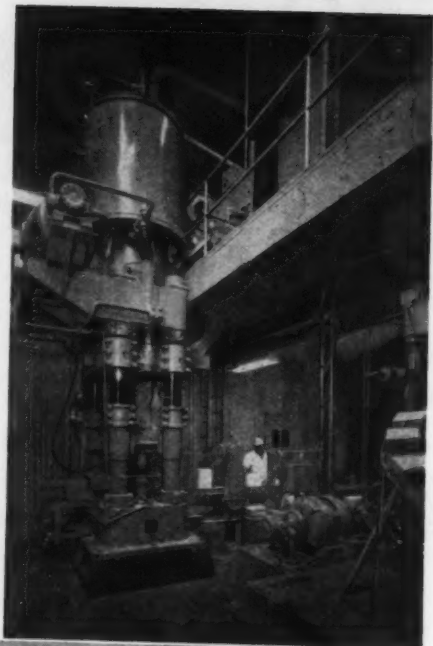
Primarily developed in the last 20 years, visual education, through sound and silent motion pictures, is bringing to children new and enriched experiences, sharpening their acumen and enlarging their imagination.

It is the ability of the camera to capture life and to distill it in celluloid that makes the motion picture important. So important that industry and our government use it so consistently in training. That a six weeks instruction course can be reduced to two weeks, is common knowledge to every industrialist, Army and Navy man.

Effective utilization of films for education demands preparedness by the instructor and this preparedness begins with a preview of the picture. This will enable the instructor to "set the stage" as well as to "put on the show."

The demonstrator sets the stage by preparing the group to view the film so that key points will not be passed over. This has the added advantage of stimulating student interest. Thus, the picture becomes a visual aid to instruction, for this teaching tool is only an aid. Its operation demands a craftsman—a teacher who can take the reality provided in the picture and blend it into a coordinated system of study that

(Please turn to Page 39)

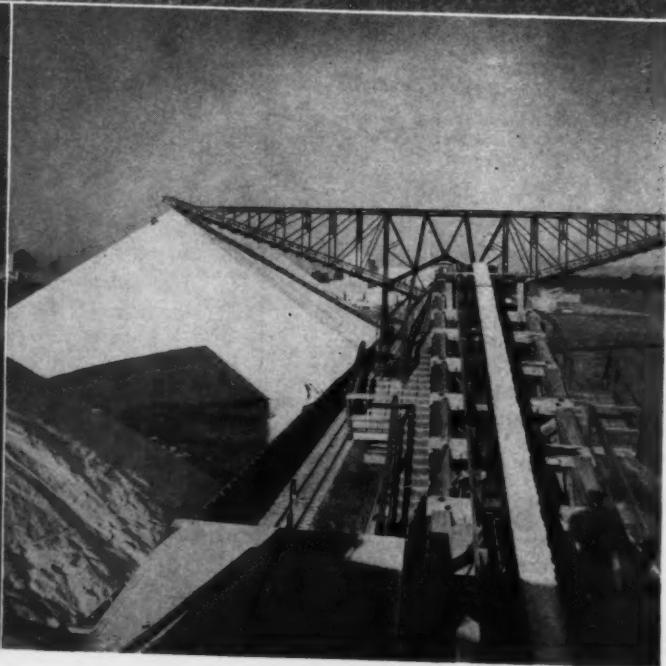


1. (Top) Hydraulic press forming salt blocks for cattle. This picture and those below are from "Invaluable Ingredient," the visual instruction color-film produced by Leslie Salt Co.

2. (Center) Harvesting salt in Newark, San Mateo County.

3. (Bottom, left) Bird's-eye view of salt refinery on lower San Francisco Bay.

4. (Bottom, right) Salt mountain, storing 350-500 tons of salt.



Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

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NUMBER 10

SOME CURRENT HAPPENINGS

Roy W. Cloud

DURING the last week of October we had a most enjoyable trip to Visalia, Tulare County. Theodore R. Nickel, county superintendent of schools, had prepared an exceptionally good program for the 74th Annual Tulare County Teachers Institute, held in the Montgomery Auditorium of Visalia Union High School.

I was interested in the Auditorium, named in honor of DeWitt Montgomery, for many years superintendent of schools of Visalia. Mr. Montgomery, an upper-classman in Stanford during my freshman year there, is now one of California's fine outstanding school superintendents. After leaving college, he taught for a while in Sonoma County, then became superintendent of schools and left that position to become the superintendent at Visalia. He has given a splendid service to the people in that community and when the new high school was erected the trustees named the beautiful auditorium for him.

Fred L. Trott, director of curriculum of Tulare County Schools, presided at the first morning meeting. Musical selections were given, after which Mrs. Walter M. Smith, president, 21st District Congress of Parents and Teachers, gave greetings. Superintendent Montgomery responded. State Superintendent of Public Instruction, Dr. Walter F. Dexter, gave an inspiring address on Our Schools.

This was followed, in Sierra Vista School cafeteria, by a luncheon meeting of Tulare County Elementary Principals Association, President A. B. Stewart presiding. Dr. Dexter again addressed the teachers.

W. J. Hunting, president of Tulare County unit of California Teachers Association, presided at the afternoon session. It was good to meet Mr. Hunting again. My first acquaintance with him was when he was the State Superintendent of Public Instruction of Nevada. Mr. Hunting gave a very splendid outline of the work of California Teachers Association and explained its accomplishments and aims. He was followed by Roland J. Dick of Woodlake elementary school who sang three beautiful selections, after which David J. Conley of Strathmore, president of Central Section Classroom Teacher Department, was introduced and he in turn presented me to the group. Following the lead of Mr. Hunting, I told of the work and hopes of California Teachers Association.

George Doumani of Strathmore high school then gave several violin selections and was followed by Reverend John H. Gregg of the First Congregational Church of Fresno who gave an excellent lecture, thought provoking and instructional, and entitled Design for Living.

The balance of the Institute was made up of musical numbers and lectures which were designed by Superintendent Nickel to both inspire and instruct the teachers of his county.

Successful Training School

On October 30 the Bay Section Training School for Teacher Association Officers was held at Claremont Hotel, Berkeley. An extended account of this meeting appears on Page 19 of this issue. The morning session was opened by President Robert J. White who introduced Clive M. Saiz, the chairman of the Committee on Public

Relations, who presided at the various sessions during the day.

A series of conferences was held during the morning. Many ideas were presented which were most thoroughly discussed by practically everyone present. At the luncheon Mrs. Louise Beyer Gridley, Berkeley, California Director, National Education Association, discussed the NEA and its War and Peace Fund program.

I was the first speaker after the luncheon and was followed by Dr. Alexander Meiklejohn whose topic was Teacher, Teach Thyself.

Conference Leaders

The secretaries of the various conference groups then reported their findings and a general discussion followed.

Conference leaders were Mrs. Eleanor D. Nelson, president, CTA Bay Section Classroom Department, of Vacaville; Harry I. Christie, president, San Francisco Board of Education; A. C. Argo, superintendent, Sequoia union high school district, Redwood City; Mary Ellen Leary, feature writer, San Francisco News; Helen Holt, past-president, National League of Teachers Associations, and teacher in Washington School, Alameda.

IN the first Wednesday of November, the National Association of Manufacturers and CTA met at San Francisco junior college. Dr. Archibald J. Cloud and Paul Mohr made all the arrangements at the school for the meeting.

The dinner was served by a company of Merchant Marines who are members of the class of cooking and catering at the college. These young men put on a wonderfully fine dinner which was appreciated by the entire group. The 106 industrialists and educators present were divided into five groups.

The group leaders who represented education, and their topics, were: Child Care Centers, Mrs. Dorothy Henry, San Francisco school department; Social Studies, Thelma Minsner,

teacher, Fremont high school, Oakland; Federal Aid for Industry and Education, Walter L. Bachrodt, superintendent of schools, San Jose; Future Opportunities in Industry, Albert D. Graves, deputy superintendent of schools, San Francisco; Industrial Education within and without the Classroom, Walter T. Helms, superintendent of schools, Richmond.

John F. Brady, president of California Teachers Association and chief deputy superintendent of schools, San Francisco, presided. Stanley Pedder, president of Emeryville Chemical Company, served as co-chairman and moderator. Dr. William R. Odell, superintendent of Schools, Oakland, served as co-chairman and summator.

Students in China

Dr. A. J. Cloud, president of the junior college, in showing some of us through the wonderfully fine building which is located on a hilltop in the southern part of San Francisco, discussed the past and some of the future of his institution. As he did so, the thought of education and what it means to our country was uppermost in my thoughts. That afternoon I had seen a magazine which contained a story of education in China and pictures of a number of the students. Under the picture were these words, "China will not sacrifice any of its students." The article then told of China's hopes for these students and gave the expectation that because of the education they did receive they would become the leaders of thought and action in the future life of their republic. One statement was particularly pertinent and that was that the talent of the nation could not be spared.

Dr. Cloud stated that two years ago the enrollment in the school was more than three times its present number. We know that the boys and the girls, too, who are enrolled in the colleges of our country must do their part in fighting for the rights and possessions which we have so greatly prized. But it is our hope that very great many of these young people will be spared so that their talents may be given unstintingly to our country and to its welfare. We hope that these leaders will return to their homes again and continue their education.

Two days after the NAM meeting, the President of the United States issued the Osborn Report, which was featured in the papers of the nation. The Osborn Report followed very closely after the defeat of the Federal Aid for Education Bill.

A committee comprised of Brigadier General Frederick H. Osborn, director, special service division, Army Service Forces, chairman; Captain Cortlandt C. Baughman, director of special activities, Bureau of Naval Personnel, United States Navy; Rufus C. Harris, president, Tulane

University; Dexter M. Keezer, deputy administrator, Office of Price Administration; Young B. Smith, dean, Columbia University Law School; and John W. Studebaker, United States Commissioner of Education, was appointed by the President to study education.

Osborn Report

Their report to the President stated "that the war has created educational shortages of liberally-educated and technically-trained citizens; that every day the war continues our educational deficit grows larger."

Two of its recommendations with which President Roosevelt agreed are as follows:

1. *The Federal Government should make it financially feasible for every man and woman who has served honorably for a minimum period in the Armed Forces since September 16, 1940, to spend a period up to one calendar year in a school, a college, a technical institution, or in actual training in industry, so that he can further his education, learn a trade, or acquire the necessary knowledge and skill for farming, commerce, manufacturing, or other pursuits.*

2. *In addition, the Federal Government should make it financially possible for a limited number of ex-servicemen and women selected for their special aptitudes to carry on their general, technical, or professional education for a further period of 1, 2, or 3 years. This assistance from Government should include not only cost of instruction but a certain amount of money for maintenance.*

In order that the program might be carried out, the President suggested that Congress set aside a fund of many hundreds of millions of dollars for the purpose, the idea being that students who return from the war and desire to take additional courses may do so at educational institutions closest to their own place of residence.

IN Saturday, November 20, we had the good pleasure to have luncheon with the Council of CTA Central Coast Section at Santa Lucia Inn, Salinas, and to attend the business meeting which followed. Viola Meints of Santa Cruz, president of the Central Coast Section, presided and Secretary T. S. MacQuiddy of Watsonville acted as secretary.

Discussions were interesting and instructive. Miss Meints makes a charming presiding officer. The years of experience of Mr. MacQuiddy as the secretary of the Section has made him

Introductory Psychology

MENTAL health now and after the war is the primary purpose of a highly commendable new high school text entitled *Introductory Psychology*, by Dr. Lawrence A. Averill, head of the department of psychology, Wooster State College, and published by The Macmillan Company; price \$2.20.

The distinctive feature of the book is that it is a truly scientific approach and helps students to adjust themselves to a normal and sane manner of life in a world of conflict.

acquainted with every fact concerning CTA and its procedure. Teachers of California are certainly fortunate in having such fine school people who are willing to give their time and talent for the welfare of the schools.

We had the pleasure during the month of speaking at several service clubs and discussed educational topics.

It was also our good fortune to make two trips to Sacramento to discuss with Dr. Dexter affairs concerning school work and to visit with Governor Earl Warren and discuss the proposed Special Session of the Legislature early next spring.

Governor Warren promises that he will assist in the passing of a good, sound retirement bill at the Special Session. He also gives assurance that additional elementary aid will be provided for the 1944-1945 school year, in order that the present minimum salary of \$1500 per year for the teachers, may be maintained.

Thus, in connection with the regular office affairs of the Association, was completed a busy and interesting month.

CTA Memberships

We are glad to report that memberships in California Teachers Association are coming in regularly and in increasing numbers. It is our hope that 1944 will be one of the very best years in the history of California Teachers Association. We trust that through the activities of the Association the welfare of the teachers and schools of California may be safeguarded and enlarged.

MOVIES AND LITERATURE

THE MOVIES HAVE A WORD FOR IT

*Ernest G. Bishop, Teacher, William McKinley Junior High School, Pasadena;
Frank R. Walkup, Principal*

Dear Editor:

"Never send to ask
For whom
The bell tolls."
A quotation from
Old John Donne
Used as a title
For a popular picture
Resulted in a revival
Of interest in his
Poetry and the publishing
Of a set of his works
In America. Again:
Kings Row had its day
As a popular novel,
And then faded out,
But tailored into a film,
It bounced right back
To the top of the list
Of best sellers.

These two examples,
Taken at random,
Show the influence of the movies
In shaping the reading tastes
Of a public largely non-reading,
And hence not too critical
In accepting as literature
Whatever the producers
Choose to dramatize.

So, youth in school today
Bases his judgment of books
Not on what the teacher or
Librarian says, but on what
He has seen flitting across
The silver screen.
In this machine age
Of nervous stresses and tensions
The reading of books
Pursued for pleasure
Has much competition —
All kinds of synthetic amusements,
Especially the movies.
Youth finds tracing word symbols
Across page after page of black
On white a dull and drab routine.
He doesn't read enough to master
The art of putting words together
To form characterization.
Dialogue is mere words that

Get in the way and blur the picture.
Description is a boring and tedious
Obstacle to hurdle in the search
For increased tempo of action.
He craves amusement
Bathed in the bright glow
Of technicolor.

Relaxed, his reflexes at ease,
He scans a picture,
Follows brisk dialogue,
Sees words built into live
Characterization and movement.
Instead of reading a description
(Or skipping it),
He finds atmosphere
Constantly recreated
And geared to the sequence.
Props and background furnish
And adorn a setting that
The eye takes in at a glance
And saves him much
Time and mental effort.
He decides that the book from
Which the plot was taken
Must be good enough
To warrant a reading.

Thus the literary touchstone
Becomes: not what the teacher
Suggests or the librarian
Recommends, but — has the book
Been poured into a picture?
If it has, it is good,
And worthy of being read.
And that's that.

Evidently the films serve the
Function of selling literature
To those who do not care to make
First-class contact
With the printed page.
So in time it appears
There will be no direct
Route from library to
Classroom. Rather it will
Be a three-way motion:
From movie to library
To classroom.



Many Stanfordites among California schoolpeople will welcome this fine portrait of Mrs. Donald B. Tressider, '15, wife of the new President of Stanford University.

Philip Vickers Fithian

A BOOK of more than usual interest has come to the desk during the month for review. Entitled *The Journal of Philip Vickers Fithian, A Plantation Tutor of The Old Dominion, 1773 & 1774*, edited, with an introduction by Hunter Dickinson Farish, published for the Dietz Press by Colonial Williamsburg, Incorporated, it is one of the Williamsburg Restoration Historical Studies.

This book is a detailed journal kept by Philip Fithian, a Princeton graduate, who, in 1773, went to Williamsburg, Virginia, to teach in the Carter family of "Nomini Hall." The profuse notes which Mr. Fithian kept in his daily journal have been reproduced in a 320-page volume. They show the life and doings of a fine Virginia family during the immediate pre-revolutionary days. In reading the book, one comes into very close contact with the Washingtons, the Lees, the Fauntleroyes and other well-known Virginia families who made a conspicuous place for themselves in the history of America.

It is seldom that a journal of this kind is made available for the general public.

Anyone who is interested in early United States History and the doings of its people will find in the *Journal of Philip Fithian* both interesting and instructive material. Price, \$4; Dietz Press, 103 East Cary Street, Richmond, Virginia.

RADIO AT SCHOOL

EDUCATION'S MODERN DYNAMO FOR GOOD TEACHING

Dr. Dorothy Kaucher, Speech Department, State College, San Jose

THIS is for you, a teacher who has not had the chance to attend the NBC-Stanford University Radio Institute. May I assume that you are just beginning to burrow into radio in the schools? If you know too much, please do not read this.

First, did you ever dream of being a Class 1A, financially fat actor and writer in professional radio and then discover you belonged in 4F? I did.

And after that, I began to think more of what radio might do for the student—young, middle-aged, old—and less of what it might do for me.

The discovery is beginning to get exciting. This world of radio and education—radio a tool in public service—will outlast the voice, the face of the most glamorous star on the airways. Why? Because education is a process of life, of training and feeding the mind and the body and the spirit of all of us on this spinning ball. It is the mainspring that makes life tick.

"Education is one of those umbrella words," says David Sarnoff, president of RCA. "It casts a wide or a narrow shadow, depending on whether you keep it open or closed."

And radio? The word means power of a dynamo. So, put radio, the fourth R, with education, and you have power added to life. Yes, radio can educate IF:

1. We define education in terms appropriate to the audience catered to by radio.
2. We recognize the limitations of the medium.
3. We rid ourselves of cultured preconceptions about what education means.
4. The radio industry will think a little less of quick returns of profit and more of public interest, convenience, and necessity.
5. Educators and the industry get together and organize the machinery of education on a scale commensurate with the range and power and resources of the medium for purposes that will command respect and admiration of right-thinking people.¹

¹ Journal of Educational Sociology. February 1941, pp. 347-348.

Professor C. A. Siepmann of Harvard, formerly of the British Broadcasting Company, and a graduate of Oxford, wrote that.

"In experience," concludes Professor Siepmann, "we are becoming world citizens. The main street of today is the vast thoroughfare of life across the entire globe."

That is radio. And that, too, is good education.

"Don't be afraid. Radio can never take your place," says Henrik Van Loon to the teacher.

But the word education is often depressing. So many people look at us teachers without any glow. Why can't education be always vital and thrilling? With radio, I think it can.

Thus the question is: How do you get them together—this education and this power—this radio?

Dr. John Studebaker, U. S. Commissioner of Education, has frequently said that "it would clear the air if broadcasters could decide how they wished to handle education, and if educators could agree on how they want radio to serve them." In more detail, his goal is:

A Detailed Program

1. More educational radio producing groups that are good.
2. Further co-operation between educators and broadcasters, through such groups as
 - a American Association for Adult Education
 - b National Child Welfare Association
 - c American Library Association (ALA)
 - d Federal Radio Education Committee (FREC).
 - U. S. Office of Education
 - e Institute for Education by Radio of Ohio State University
 - f International Council of Religious Education
 - g National Advisory Council on Education by Radio (NACRE)
 - h National Association of Broadcasters (NAB)
 - i National Committee on Education by Radio
 - j National Congress of Parents and Teachers
 - k National Education Association (NEA)
 - l Professional groups among teachers such as art, language, music, literature, geography, science
 - m Progressive Education Association
 - n Rocky Mountain Radio Council.
 - o School Broadcast Conferences of Chicago

3. Further experimentation in the Office of Education in Washington, D. C., and expansion of its service to aid national, state, and local agencies.

4. Development of practical training facilities for educators (in radio).

5. Establishment of short wave stations by local school systems for both urban and rural students.

6. More support for existing radio stations in educational institutions.

In connection with point 2, why not get on the mailing-list of some of these organizations? For example, address the Federal Radio Education Committee, FREC, Department of the Interior, Washington, D. C. Send for their Service Bulletin, their Radio Manual, Radio Glossary, Handbook of Sound Effects. They can supply you with scripts and with transcriptions. For 50 cents, among other titles, you can get from them Radio in Education. For 25 cents, among many other titles, are The School Radio-Sound System, by R. R. Lowdermilk, well-known for his work in the evaluation of school broadcasts of Ohio State University, and Radio in the Schools of Ohio by Seerley Reid, and a pamphlet titled Criteria for Children's Radio Programs.

After all, FREC is composed of both educators and broadcasters. It was founded "to promote co-operative arrangements between educators and broadcasters on national, regional, and local bases, and to eliminate controversy and misunderstanding between the schools and the broadcasting stations."

And why not be on the mailing list of that pioneer in school radio, Institute for Education by Radio at Ohio State, Columbus, Ohio, for 25 cents? And above all for their News Letter?

A letter to the radio director of such universities as Chicago, Iowa, Ohio, Texas, Minnesota, Colorado, Syracuse, Illinois, Northwestern, Kentucky, Indiana, Wisconsin, and Oregon State will give you some returns, possibly a professional prod, certainly a direct contact beyond seeing the words of this paper, and mayhap, a summer radio institute next summer? There were three in 1943—at Northwestern, originator of the idea in 1942, at UCLA and at Stanford.

Ask for Help

A card this fall or winter to radio research workers and radio supervisors in large city systems will open another door for you. Just address in care of the Boards of Education of such cities as Cleveland, Chicago, Cincinnati, Los Angeles, Minneapolis, New York, Oakland, Portland, and Rochester. Who knows, some day you may be qualifying for a job as radio supervisor in the schools?

Recently, NBC has sent me Handbook for Schools in the Practical Use of Radio, Educational Bulletin, and How to Use Radio in the Classroom. Columbia forwards at the same time Making Microphone Friends. A Statement of Some Television Facts, The Magic of Radio Transmission, Radio and Television Bibliography, and The Witches Are All on Our Side Now. FREE!

(Please turn to Page 35)

FILMS AID LEARNING

*Carolyn Nunn, Teacher, Grade 4, Duarte Elementary School, Los Angeles County
Mrs. Laura E. Jones, Superintendent*

ABOUT the middle of May last year in a community life unit, my dramatic play was deteriorating. A film on the motor police gave it a shot in the arm.

A room of 40-45 second and third graders sometimes leaves one a little bit short on time to enrich the play period. The coming of the film was a life saver.

Films are one of the most excellent specific learning implements furnished us. When they can be timed to come at a dull period in specific learning intake they are especially valuable.

This particular film was used under a small handicap. I was not able to preview it. However, I used as near a regular technique as possible. An initiation display of books and pictures that brought our attention back to the law enforcement functions in the community was put up. We talked about some of the things the police do for us. Then the children were led into stating questions that we would like further information on.

Since I didn't know exactly what the film contained, I warned the children that we might be disappointed. The ideal way to use a film is for the teacher to have complete knowledge of its contents beforehand. Then she can help the pupils state questions and stimulate the need for certain informational material that is contained in the picture. This does away with the tendency for a film to be a "movie."

The first showing answered quite a few of our questions. Naturally we were on the lookout for those facts. However, there was other material of equal importance that we wanted to make an integral part of our community experiences.

We remembered what we saw well. Our blackboard had to be supplemented by the teacher's notebook as we put down the information we had gleaned. But, we were a little hazy on

some of the things we heard. In fact, we were contradictory.

The film was still in the building. We asked William Johnson, principal of La Verne Heights School, to let us see it again, which he kindly agreed to do. We made a new list of things we needed to know accurately. A little committee was chosen to help the teacher take notes. Extra pencils were taken by a boy who was to sit on the left of the teacher. A girl sat on the right with paper.

After the picture each child made himself a committee of one to take care of himself in some worthwhile activity while the teacher transcribed her scribble.

With this written material gleaned from the picture the children helped assemble informational books, charts and rules.

These are some of the things we gained. They wanted to know exactly what the motor-patrol officer said when he replied to the radio officer. The teacher had taken it down verbatim from the picture. In dramatic play period it was referred to and used accurately.

Next we discovered we would have to have license-plates on the front and back of our vehicles. In order to do so we had to look at license-plates to see where California and the date was located. Next we had to differentiate licenses. (E) licenses were used for our emergency vehicles.

Our third problem was learning to read numbers that were sufficiently long to make it worthwhile to have them on our license-plates. Of course we had lots of practice writing them, too, as the various police officers warned or reported the activities of law-breaking citizens.

The youngsters were anxious to evaluate their dramatic play after the stimulating film they had seen. Several boys drew our community with

sticks on the playground. It was a ground diagram since none of the buildings were taken out. They made the map large enough so that they could run and pass each other conveniently. The streets were about 4 feet wide and each block was in proportion. They used rulers and yardsticks to get their proportions. They found 8 yards to 4 feet a fairly good proportion.

Before the selected group played they organized their information. They chose a pupil to be the little lost boy. There was a mother, of course, as well as the entire police force. The mother told exactly where she lived, the age of the child, when and where she had last seen him, and described him accurately down to a broken shoe lace. The entire class watched the dramatic play and evaluated it for accuracy.

THAT story and similar ones the pupils created were played many times with satisfaction in their schoolroom community. Playing the police story out-of-doors the first time made it possible to have the action over large enough space for all the class to see. In that way they were able to share and improve.

As the children played in their community they pored over their police reading material and acquired a number of new words in their speaking and reading vocabulary.

At the end of the year the booklets, charts and rules on the police department were as much coveted as the vehicles and buildings the pupils had constructed. They were competed for and went home as prizes.

* * *

Celebrating Christmas

LET'S Celebrate Christmas, a book of parties, plays, legends, carols, poetry, and stories, compiled by Horace J. Gardner, over 200 pages, is by an author well-known for his other popular party and game books. Published by A. S. Barnes and Company, price \$2.50; copies may be obtained promptly from Imperial Book Company, wholesale book-brokers, 2203-76th Avenue, Philadelphia.

ARMY EDUCATION

TEACHING METHODS IN THE U. S. ARMY

Lt. and Mrs. Gilbert J. Stark, New Orleans

Gentlemen:

The purpose of sending this article to the Sierra Educational News is to show civilian teachers the carry-over of peacetime teaching methods into army teaching methods.

Before being transferred to New Orleans I was Supervisor of Training Schools at my previous post and had an excellent opportunity to see mass Army education.

I received my teaching credential from San Diego State College in 1940; and although I have never taught, my wife was a teacher in San Diego for about three years before resigning in order to be with me.

Mrs. Stark and I hope that this brief article may be of some value to you.

Sincerely,

Lt. Gilbert J. Stark

THE basic instructions for training methods and teaching techniques in the Army are in Basic Field Manual FM 22-5. The ultimate purpose of all such training is the assurance of victory in combat through the development of the necessary qualities in both individuals and units for such an end.

We as educators are normally interested in a different set of peacetime goals for education, but an examination of methods used by the U. S. Army to secure its high standards of performance in war may help us in evaluating some of the similar methods we use in time of peace.

The system of Army education sets out to develop certain very definite qualities. These qualities are listed in the training manual as morale, discipline, health, strength and endurance, technical proficiency, initiative, adaptability, leadership, teamwork, and tactical proficiency.

An examination of this list will illustrate that paradoxically enough there doesn't seem to be a great deal of difference between the qualities necessary for successful action in combat and those required for successful living in a peacetime community.

In order to accomplish its purpose efficiently the Army demands that its military training be conducted by the

use of decentralized balanced and progressive training.

The success in reaching the standards prescribed, the manual contends, will depend primarily on the care with which the instructors are selected and trained. Knowledge of the subject-matter is not alone sufficient. The instructor must be able to arouse the students interest by use of the proper methods of instruction. Instruction is one of the means by which leadership and initiative are developed.

The Army manual continues:

It is essential that the individuals selected as instructors either possess or develop the following personal and professional qualifications:

Personal

1. The instructor must become experienced in handling men.
2. He must have a personality that inspires confidence and stimulates interest.
3. His manner must be pleasant but firm.
4. He must be neat, dignified, and have a keen interest in his subject.
5. He must be patient and sympathetic with the students problems.

Professional

1. He must have a thorough knowledge of the subject to be taught.
2. He should be able to plan instruction and to put the plan into action.
3. He must be able to demonstrate successfully the subject which he is to teach.
4. He must have knowledge of the proper instructional methods.

The technique of instruction itself, however, is based on two fundamental concepts — 1. the mechanism of instruction and 2. the methods of instruction.

Mechanisms of Instruction

The mechanisms of instruction are the processes involved in the act of teaching, namely:

- a. Preparation.
- b. Explanation.
- c. Demonstration.
- d. Examination.
- e. Discussion.

Regarding these the manual states, "The instructor must first prepare both himself

and his materials." To do so he must first master his subject, and consider the purpose of the instruction, and the essential facts to be put across. He must select his materials carefully so as to make a maximum use of all aids to instruction and prepare a thorough lesson plan for each instructional period.

The subject must be explained to the student in such a manner that his interest is aroused. He must not only know what he is to learn but why he is to learn it. Lengthy explanations are to be avoided and an illustration or experience used whenever practicable. Comparison or contrasts by building on those things the student already knows is preferable to a detailed discussion of new and isolated concepts.

A demonstration will often make a much stronger and lasting impression than an explanation alone, and use of carefully rehearsed demonstrations is to be encouraged.

By actually applying those things in which he has received instruction the student learns most clearly, clinching the often vague and abstract instruction previously received. Such application, however, must be closely supervised by the teacher in order to prevent the forming of bad habits which are difficult to eradicate.

Tests and examinations have the two-fold purpose of reviewing the essentials and determining whether or not the student has the requisite knowledge and the ability to apply it.

The use of the discussion following the examination is to sum up and clarify the important points of the subject and to use the examination as a diagnostic guide for that purpose.

Under such a system of instruction the writer underwent an interesting and intensive course in the use of the 30-calibre water-cooled machine gun. The class numbered about 200, massed in a large outdoor bleacher. With the aid of charts, a blackboard, and a loud-speaker, the instructor first explained to the group the mysteries of the operation of the heavy machine-gun. At the conclusion of his initial expla-

nation a team of well-rehearsed machine-gunners appeared and the whole thing was now demonstrated, at first slowly and with additional explanation and finally at a normal speed. When the demonstrators had finished, the class came down from the stand, went to its machine-gun positions, and under close supervision put into immediate application the instruction it had just received.

On the following day the group was given both a practical and written examination followed by a final summary and discussion. In two days we found we had learned more about the weapon than any of us might have thought possible in such a short period of instruction.

AS to the methods of instruction, those most commonly used in the Army are:

1. Lectures.
2. Conferences.
3. Demonstrations.
4. Group performance.
5. The coach and pupil method.

Lectures, as used in military instruction, are restricted to a minimum, to quote the Army manual, "The lecture method is one of the poorest methods of imparting knowledge, because the teacher has no way of knowing whether or not his lecture is making the proper impression, if any, on the mind of his student." The lecture is bolstered wherever possible by the use of visual training aids.

The conference is a more or less directed discussion of subject material previously presented by one of the other methods of instruction.

The demonstration is an accurate portrayal of a subject or procedure to be taught. A well-planned and carefully-presented demonstration, the Army feels, is one of the most effective methods of instruction when used in conjunction with other methods.

Group Performance

Group performance is one of the most commonly employed of the Army's instructional methods. It consists of four distinct steps, as follows:

1. Explanation of the subject or action by the instructor.
2. Demonstration of the subject or action by the instructor or his assistants.
3. Imitation (application) by the group.
4. Correction of errors by the instructor.

The application is generally done first in slow motion, following the instructor step

by step; and necessary corrections are made on the spot.

Most highly valued by the Army instructors is the coach and pupil method, which is generally introduced following the group performance phase, and is never used as an introductory method of instruction. In this system the men pair off and, acting alternately as coach and pupil, teach each other the procedure previously explained and demonstrated. Properly applied and supervised, the Army feels that this teaches the pupil to think as well as to do, to instruct as well as execute.

An illustration of this method is readily apparent in the instruction in the use of the bayonet. After the preliminary steps in instruction the pupils pair off, one, the pupil, with the bayonet, and the other, unarmed, the coach. The latter calls to his partner, "On guard! Long thrust!" Then leaps back, criticizing each movement after its execution. After the dozen or so movements involved in the drill the two exchange places, the coach taking the rifle while the former pupil puts his erstwhile instructor through his paces.

This method is also very profitably used on the rifle range, where each coach again takes his position by the pupil or firer and carefully checks his position, aim, trigger squeeze, etc. At the conclusion of the firing the two exchange places and the coach and pupil relationship is continued.

Close supervision, however, must carefully maintain the proper relationship of coach and pupil.

Training Aids

The Army is strongly sold on training aids, and we who work with them are deeply thankful for this enthusiasm. Through daily experience we can gratefully say that a couple of good visual aids may be worth a thousand words. Some of the aids used by the Army are training films, blackboards, charts, models, maps, lantern-slides, classrooms and sand-tables.

In addition to the Basic Field Manual on military training the Army has a 58-minute training-film which skillfully and powerfully dramatizes its instructional methods, and which, wisely used, represents an approach to teacher training that is extremely stimulating and effective.

It may be readily seen even by this brief summary that the fundamental problems and methods of education, both for war and peace, may be a

good deal alike. They differ in this, however — that where you fail, your pupil may have to repeat his grade; but when we fail, our pupil may suffer unnecessary wounds, and even death, upon the battlefield.

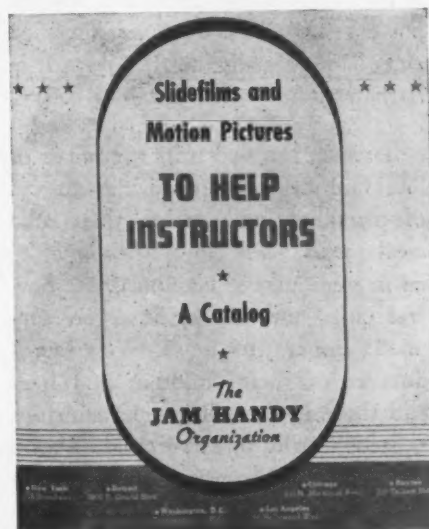
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Visual Aids

New Type of Visual Aids Catalog-Directory Now Ready

A NEW and improved type of visual aids catalog-directory, titled, Slidefilms and Motion Pictures, To Help Instructors, announced by Jam Handy Organization, 2900 East Grand Boulevard, Detroit 11, Michigan, will be sent free upon request to any teacher, school, college or educational group.

By a new system of indexing, cross-indexing and classifying, teaching slidefilms and motion pictures, covering a wide range of studies, the teacher is enabled to quickly



locate any subject needed by the mere flip of a page.

In addition, the teacher seeking suitable films to aid in a given study, gets a "preview" of what is contained in the film by means of vivid illustrations of sequences reproduced directly from the film itself.

Listings are made under the curriculum system. Much time and labor is saved for the instructor who otherwise would be called upon to engage in extensive film research work.

This catalog-directory is printed in color, comprising 80 pages of detailed information, including the number of frames or pictures in each slidefilm, and in each series of slidefilms.

Another feature shows which types of projectors are best suited to various visualized teaching purposes.

FEEDING BRITISH CHILDREN

KITCHENS BEHIND THE CLASSROOMS

*F. Le Gros Clark, B.A., (Oxon), Food Economist and Sociologist; Secretary of the Children's Nutrition Council in Britain**

SINCE the year 1906 the law of Britain has granted powers to local education authorities both to provide meals for children at school, and in case of necessity, to defray the cost. One or two subsequent acts of Parliament have widened the powers of the authorities; but as far as England is concerned, the existing law has been sufficiently flexible to enable the Board of Education to promote, from 1940 onwards, a very wide expansion of this service. The regulations for Scotland were, however, slightly different from the English practice; and to give the Scottish authorities the full powers they needed in war-time, an Act had formally to be passed in Parliament.

Between the two wars a number of local authorities adopted the custom of providing milk rather than solid meals, mainly for children thought to be in some degree malnourished. Several cities and towns, however, supplied dinners to a relatively small number of their children; and here and there in the villages dinner clubs existed, usually to serve children who came to school from a distance. Moreover, 10 years ago there was established a scheme for providing bottles of milk to scholars on the payment of approximately half the market price, the balance being made up from government grants. We may sum up the position, as it was on the eve of the present war, by saying that rather over 55% of the children in elementary schools were by that time purchasing their bottles of half-price milk, or in necessitous cases receiving them free; the numbers for whom solid meals were provided were probably not much above three per cent. The

majority of these latter were resident in the poorer quarters of the large cities.

The great migrations of children during the first year of the war led to a serious decline in the numbers supplied both with meals and with milk. Most of the large vulnerable cities temporarily suspended their meal schemes. Statistical returns in the early summer of 1940, while not complete, suggest that not more than 40% of the children were receiving milk and not more than 2.4% receiving solid meals.

An attempt to arrange that children evacuated to the rural areas should be fed communally at mid-day was not successful, at all events in the country as a whole. After the fall of France, however, it was agreed between the Board of Education and the Ministry of Food that the number of school canteens and kitchens must be expanded as rapidly as possible, in order to ensure the continued good health of the children. Additional government grants were therefore offered to the local authorities; and in other respects they were stimulated to take action.

Canteen System

From the fall of 1940 to the late spring of 1941 followed the period of severe air assaults upon many of the most populous centers. Several of the areas affected apparently felt themselves unable to expand their service of school canteens; a few great cities, on the other hand, soon established a system of canteens catering for the mid-day requirements of many thousands of their children. In the course

of 1940-41 allocations of food to the canteens had to be modified from time to time; but the operations of the Lend-Lease agreements enabled Britain's Ministry of Food to establish in the late fall of 1941 a definite allocation to the schools of meat, fat, sugar, etc., based on dietetic principles; and this allocation has since been maintained in most of its essentials.

WHILE various difficulties have been experienced, particularly in the winter months of 1940 and 1941, in the distribution of milk to the schools, the service was held to be a matter of priority; and by the early months of 1942 the number of children taking their half-price milk daily had risen to close on 80% of the average attendance; it has since stabilized at that level, though steps are being taken to raise it further. In many areas the percentage is as high as 90-95. The usual quantity of milk provided daily at school is one-third of a pint per child; but for the greater part of the year children may receive two-thirds of a pint at school and about 35% do so.

We may now reveal in a table the gradual rise in the percentage of the children in England and Wales provided with solid mid-day meals. Two or three times in the course of the war the Board of Education has changed the basis upon which it arrives at its final estimates. In this article the figures have been brought into line with one another as accurately as possible; and the figures express the percentage of elementary school children receiving meals in relation to the total number on the register.

It will be observed that, by the time of writing, approximately a quarter of the children are having school meals. Now, however, it is intended to accelerate the growth of the service and to aim at supplying meals for 75% of the children by next spring.

The lack of suitable premises has been the most notable problem; even where the children could be fed in their class-rooms, kitchen accommodation had to be found. In the late fall of 1941 measures were taken by the Ministry of Food to erect ultimately about two hundred large kitchen depots, usually on the outskirts of industrial centres; and from these meals are being transported to schools in insulated containers. By that time, too, a considerable proportion of

* Has published a series of reports dealing with various aspects of wartime community feeding and is author of a number of books on nutrition.

Percentage of Elementary School Children in England and Wales Receiving School Meals

June 1940	Feb. 1941	May 1941	Oct. 1941	Dec. 1941	Feb. 1942	May 1942	Oct. 1942	Feb. 1943	May 1943
2.4	8.9	4.6	6.2	8.1	10.3	11.5	15.2	18.7	20.4

the cities had themselves established central kitchens for the same purpose. It is not felt to be dietetically advisable in normal periods to transport cooked food in this manner; but in time of war it has become a necessity.

At the same time, steps were taken to provide the local authorities with the equipment required. In the summer of 1943 arrangements were made to supply to local authorities complete specially designed standardized kitchens for 40 up to 2,000 meals a day.

Cost of the Food

The cost of the food alone falls upon the parents of the children, though the local authorities have in most instances established an income scale below which the children are entitled to have their meals free; efforts are made to prevent discrimination between the two groups of children. The usual cost of a meal is now 4d or 5d. As the schemes have developed the local authorities have been relieved to a greater and greater extent of the necessity of meeting the outlay from the local rates. No charge falls upon the schools themselves.

The quantities of foodstuffs allocated per meal are so arranged as to give the child approximately half his daily requirements in animal proteins and in fat, so far as this be possible. The amount of meat is so fixed as to double the child's ration for that day; 1/2 oz. of butter, margarine and cooking fats is allowed, 2/5 oz. of sugar per meal and 1/7 oz. of bacon per meal. In addition to these allocations of rationed food to the canteens, the Ministry of Food undertakes to facilitate the provision to them of various unrationed foodstuffs that may be in short supply; and in most instances the local authorities assist the schools to secure ample supplies of vegetables either from the school gardens or from the parks.

The evidence shows that the canteen meals under proper supervision from the teaching staffs are inducing a wholesome change in the food habits of many children; whether this improvement will continue and will affect the home lives of the children, it is not easy to say; but the children have certainly tended to overcome many of their prejudices with regard to the eating of vegetables, cheese, cereals and other foods.

At the present stage no definite answer can be given to the question of the future of this social institution. It is apparently the intention of the Government to consider whether the provision of meals and milk should not, in the post-war years, be imposed upon the local authorities as a duty, in the sense in which they are compelled by law to arrange for the education of all children.

WITH regard to the provision of cheap milk in the schools there is no difficulty. All observers are convinced of the beneficial effect of the milk upon the health of the children. The supply of meals, however, requires that there shall be accommodation, staff and a routine of kitchen service. On this matter no decision has been reached. Opinions would seem to be divided. It has, for example, been established since the early years of the century that the teachers are not to be compelled to undertake extra-academic duties of this description; and while in war-time most teachers have readily participated in such duties as the supervision of school meals, which lie distinctly outside the normal curriculum, the profession as a whole would be unwilling to see the principle established in the perpetuity. This is partly due to the fact that many of the existing canteens are improvised affairs, occasionally crowded or with meals taken in two or three shifts.

With the rural schools the problem is often simpler of solution, since the numbers are frequently small and the meal is more of a family gathering presided over by the staff. In urban schools the building programs will have to be so designed as to allow for the construction of suitable dining halls, possibly with several compartments in

a single school, in order that the family atmosphere may be maintained.

As far as one can distinguish, informed scientific and civil service opinion favors the continued expansion of the system of school meals in the post-war years. The officers of the local authorities are more divided in their attitude. Some are gratified with the success of their own local schemes and would prefer to see them made a permanent feature of school life; others have never been convinced of the value of the service they administer. Public opinion is equally divided; and serious doubts are sometimes heard regarding the possible dissolution of the family ties.

Surveys among the children themselves in several parts of the country suggest that the younger among them, at least, are now becoming thoroughly acclimatized to the idea of social meals; many of them, if the food be adequate and the atmosphere agreeable, begin to prefer them to the domestic board. Out of all this interchange of experience and opinion the country will doubtless in the next few months make up its mind about the future of the school canteen system, but there seems little doubt that it will remain on a considerable scale, seeing that the demand in many schools now reaches 80-100 per cent.

PUBLIC EDUCATION

From San Jose State College Spartan Daily we have received the following clipping from Dr. H. A. Sotzin, director there of the Division of Industrial Arts:

MAJOR Elmer H. Staffebach, head of the Education Department,* (on leave) has been assigned to duty in a new branch of the Air Corps in Washington, D. C.

Leaving SJS during September, 1942, the major was formerly stationed at Orlando, Florida, in a bombardment group.

In a letter received by the Education department recently, Major Staffebach stated:

"... Our nation's ability to jump in and win this war has depended largely upon the program of universal education we have supported in the past.

"The rank and file of the American Army is filled with young men of high school and college level. Ask anything of them and they can do it because they are educated and intelligent.

"I have had privates in my outfit who have MA degrees. Best of all, they are willing to do anything, make any sacrifice, to get on with the war. It makes me at once proud and humble to see them.

"After this war, I expect to work for the support of Public Education as I have never worked for it before, because I believe that up to now it is the thing of chief importance that the American people have accomplished toward the fulfillment of the spirit of the Constitution."

* Also CTA Director of Research.

AIRCRAFT IDENTIFICATION

AIRCRAFT IDENTIFICATION CLASSES IN HIGH SCHOOLS

Lt. James E. Knauer, A.C., Instructor, Bombardier-Navigator Preflight School, Ellington Field, Texas

Biographical Sketch

Before entering the Army Air Forces, Lt. James E. Knauer was an instructor in English and German at Beverly Hills High School and was a member of the teaching staff of the summer clinical school in the psychology department at University of California at Los Angeles.

He enlisted a year ago and for 3 months taught aircraft identification at Santa Ana Army Air Base. He was then sent to Officer Candidate School, Miami Beach, Florida, and upon graduation was assigned to the Aircraft Identification Department at Ellington Field, Texas, where he continues to teach in the Preflight School for Bombardiers and Navigators.

Lt. Knauer, together with his wife, Margaret Ray Knauer, wrote *Steps in Introducing the Study of Poetry* which appeared in the November, 1942, issue of *California Journal of Secondary Education*.

ALMOST every high school has undergone curriculum changes to include courses in subjects which will prepare students for various branches in the armed services. These courses should prove useful especially to students who are planning to enlist as cadets and receive special training. In the Army Air Forces cadets are expected to have a sound background in mathematics, some knowledge of chemistry and physics and a general education which will enable them to learn rapidly.

So far, few schools have included in their curriculum a course in aircraft identification. Every cadet before he is graduated must have a thorough knowledge of all types of planes in operation both by the Allied Forces and the enemy. An introductory course in the high school would prepare the student interested in aviation for a part of his later training which too often is a barrier to his progress.

Of course, one of the main problems in inaugurating such a course is finding instructors who are adequately prepared to offer instruction. On almost every faculty there is some man who has flown or who is interested in aviation. With some training on his part he should be able to conduct classes.

The second problem is acquiring the necessary teaching aids. When the Army began its classes in identification, it had very little in the way of materials. High school students contributed models made to specification in shop classes. There is no reason why students in identification could not make their own models. Excellent plastic and plaster of paris models are now available for use by the Army and Navy and could be had for high school classes as well.

Most schools are equipped with 30 mm. projectors; these together with celluloid or glass slides which can be purchased rather inexpensively from companies which specialize in visual aids, should be a part of the equip-

ment. There are many periodicals designed especially for students in identification, most of which are good.

Special handbooks known as *Spotter's Guides* with silhouettes, pictures of planes, and descriptions are on the market. Students themselves can collect photographs and drawings from periodicals and paste them in a notebook or on flash cards for their own use. Many training films produced by the War Department are being used by the Air Forces.

With the problem of the instructor and the materials solved, a course outline should be made. Planes can be grouped according to their tactical functions. Generally, they fall into the following:

- Flying boats
- Heavy bombers (four engine)
- Medium bombers (twin engine)
- Light and attack bombers (single and twin engine)
- Scout and dive bombers
- Fighters and interceptors

Lieutenant James E. Knauer, Instructor Bombardier-Navigator



Such a grouping will make the student more aware of the comparative size of planes as well as teach them something about the tactical functions of the planes. The planes of the several nations should be studied separately with the U. S. planes first, since most students will already be acquainted with some of them, but comparisons in outward design may be made of all planes.

A course which includes the study of approximately 45 planes should not be shorter than 30 hours in duration. This will allow for the presentation of not more than two planes per day.

Method of Presentation

The method of presentation will necessarily vary according to the individual instructor; the following plan is merely a suggested one and should be modified to suit the needs of the class:

1. Introduction to aircraft identification

A. Importance of accurate and rapid identification

B. Aircraft vocabulary

C. Types of aircraft in general

D. Army and Navy aircraft designations
(This introduction should require at least 2 hours, and it could be more adequately covered in 4 hours.)

2. Introduction to planes

A plastic or wooden model is held up before the class and outstanding characteristics of the plane are pointed out. Essentially there are three views of the plane: side, head-on, and plan (top or bottom). From each angle the plane is discussed according to the outline of the nose, engines, fuselage, wings and tail group. The student is encouraged to sketch the plane from all three views; in so doing he will begin to form a mental impression of the plane's outline. It is important that the student eventually learn the plane as a whole rather than by individual characteristics; thus he will be able to recognize the plane at a moment's glance much as he recognizes his friends or automobiles.

If the 30 mm. projector and celluloid slides are used, the plane is shown and the instructor talks about it, pointing out some of the general recognition features; then slides of the plane are studied in detail by the use of silhouettes showing the plane in the three views.

Next, the remaining photographs of the plane are shown each time with the instruc-

tor reviewing one feature for each picture shown. If no slides are available, it will be possible to use large mounted pictures or posters in silhouette.

3. Reviews.

A. With models.

Models are held up in front of a white background, and students are asked to name the plane; this may be done in several ways to vary the procedure. The instructor may call upon individuals by name; he may have students write the names of the planes on paper; he may use the contest technique to arouse a spirit of competition.

B. With slides.

Slides are shown at various speeds, starting first at 1/5 of a second and then increasing to 1/25. The slides should be as varied as possible to include all of the recognition features. The instructor should have at least 10 different views of each plane in his slide kit.

C. Oral review.

The instructor may describe planes by talking about their identification features one by one. Students should be able to recall the image from such a description.

4. Testing. (Several tests should be given during the course using various methods. Some instructors favor the daily quiz. All records should be kept meticulously so that the students as well as the instructor will know where the weak spots are in class.)

A. By models.

The models are held up as in the review giving the students a little more time, however. The student should be allowed to see the plane from all angles.

B. By slides.

The best representative picture of each plane should be chosen for the test and flashed at 1/10 of a second.

C. Written test.

General questions about the characteristics of various planes may be asked; such questions should be devised to be answered in one or two words.

High School Course

The high school course in aircraft identification should serve merely as an introduction to the more advanced work the student will receive as an aviation cadet. Emphasis should be upon arousing interest on the part of the student for aviation in general.

Many students will want to go beyond what they learn in the classroom. Some will become interested in tactics, others will want to know more about engines, still others will become

interested in aerial gunnery, etc. By creating such a general interest in the study of planes, the future aviation cadet should be better equipped to receive the training offered by the Army Air Forces.

* * *

A cooperative study of school children entitled *Physique, Personality and Scholarship*, by Sanford and others, is a monograph of Society for Research in Child Development, National Research Council, Washington, D. C.; price \$2.

This massive research study of over 700 pages is from Harvard University and represents the intensive work of a considerable group over several years. Highly technical and with many research graphs and tables, the study comprises 6 large parts and bibliography. It is of very great value to all research workers in this field.

* * *

Remedial Techniques

New Remedial Techniques for Hearing and Speech Difficulties

B. V. Morkovin, PhD, Supervisor, The Hearing Division, The Psychological Clinic, University of Southern California, Los Angeles

NEW remedial techniques in the treatment of hearing and speech difficulties resulting in acoustic trauma have been developed in the Division of Hearing of the Psychological Clinic of University of Southern California and used in special education departments of boards of education in Chicago and Rochester, and recently in military hospitals by teachers and nurses who studied the new method of USC.

During the last two months the audio-visual kinesthetic method of speech reading and the use of life situation and occupational motion-pictures which the author developed with Mrs. Lucelia M. Moore and other teachers of speech reading has been given national recognition in three important publications.

During the winter term the course on the psychological basis for speech reading on these new remedial techniques, is offered for teachers, nurses, parents, social workers, audiometrists and others from 4:15 to 6 on Friday afternoons. On Monday and Friday afternoons and evenings, the hearing division of the psychological clinic also gives individual and group training to the hard-of-hearing themselves.

CONSUMER EDUCATION

CONSUMER EDUCATION IN THE LOS ANGELES CITY SCHOOLS

Jessie Graham, Head Supervisor, Commercial Education, Los Angeles City Schools

AMONG the eight wartime teaching objectives of the Los Angeles City Schools are "consumer guidance and conservation."¹ To meet these objectives a city-wide organization plan has been made, teaching materials developed, and community contacts established. The program of consumer guidance and conservation is a functional part of the curriculum from the kindergarten to the adult school.

The purposes of the instructional program of consumer information and conservation have been well expressed in a communication sent to teachers by the Elementary Curriculum Section:

"The great common purpose which actuates the instructional program of consumer information and conservation in the elementary schools is personalizing for each man, woman, youth, and child in America the true meaning and significance of World Democracy. . . . The specific purpose which actuates the program . . . is to indicate and make meaningful to each child how our great common purpose can be achieved through fine individual and group efforts to share in the production, distribution, consumption, and conservation of world commodities."

The secondary school shares in these purposes. The thousands of pupils who are working on the 4-4 plan have money to spend and, consequently, immediate and pressing consumer problems. The teachers of adult consumer education classes are in close touch with housewives who bring practical consumer problems for solution.

Organization plan. Each school—elementary and secondary—is represented on a central committee by a faculty sponsor of consumer information. The sponsor collects materials suitable for the grade level of the

school being served; assists teachers in preparing study outlines and in supervising pupil projects; and acts as liaison between the PTA consumer interests chairman, the consumer representative of the local War Price and Rationing Board, and all other persons and groups working toward the common purpose.

Teaching materials are sent to the consumer information faculty sponsors from the central offices of the school district. Committee meetings are held occasionally. Successful activities are described for the benefit of all teachers.

Teaching materials. Teacher's handbooks for both elementary and secondary schools are issued each year. Topics treated in the consumer education courses for 1933-44 are: rationing, priorities, ceiling prices, rent control, conservation, personal savings, inflation, taxes, budgeting and purchasing, and youth power.

The outlines are practical and simple, bringing the problems to the individual. For example, the main headings under the section on inflation are:

- What causes inflation?
- Why is inflation dangerous?
- What is the government doing to control inflation?
- What can each person do to prevent inflation?

A Handbook is Used

The handbook used in the consumer education unit of the Senior Problems course in secondary schools was revised for 1943-44 by a committee of teachers who had used the 1942-43 Consumer Education in Wartime outline. The teachers of adult classes meet together regularly to revise their courses to fit current needs. As the adult teachers are very close to consumers who have pressing, everyday

problems, their courses are live and flexible.

Consumer Education News and Views, a mimeographed publication, is sent each month to all faculty sponsors of consumer education. As its name implies, it is made up of brief news items and guides to current teaching materials.

At present a plan is under way to issue periodical study-guides on current topics, such as grade labeling, conservation of clothing, and similar subjects.

Teaching materials developed by the Office of Price Administration and other governmental agencies, are distributed to the schools. Visual aids are made available through the Audio-Visual Education Section.

Community Contacts

Community contacts. The Consumer Education Advisory Committee is made up of business and community leaders, who meet once a month with Dr. Arthur Gould, deputy superintendent of schools, and other school personnel. The members of the committee discuss current problems, contribute teaching materials, plan and conduct institute meetings for teachers of consumer education.

Contacts are maintained also with the consumer interests representatives of the Civilian Defense (War Council) organization, Parent-Teacher Associations, and other organizations. Opportunities are found to send to the homes current consumer information through letters written by pupils and other pupil projects.

All-school program. Consumer education is not confined to a program of courses labeled Consumer Education. On the contrary, it is an all-school activity. In the statement of the wartime program of the secondary schools for 1942-43, "On the Target," there are listed specific ways in which each subject field contributes to consumer guidance. A few examples will illustrate the pervasive influence of consumer guidance:

Mathematics—computing interest on war stamps, bonds, installment payments; music

1. The 8 wartime teaching objectives are: health and physical fitness, military and vocational training, basic skills, consumer guidance and conservation, morale and unity, world affairs, air-mindedness, and community service.

— in general music classes and music appreciation classes stress music currently heard, teach how to listen; science—study synthetics, plastics, alloys, analyses of products; social studies—individual responsibility of consumer in the war economy; agriculture—"Farmers Markets" for schools; art—emphasize simplicity, fitness for purpose, discrimination, ability to choose wisely for quality,

for beauty, and for one's budget; home economics—new regulations in buying.

The administration of the Los Angeles City Schools expresses its belief that consumer guidance is a factor in winning the war on the home front by setting up a city-wide, all-school program of consumer education.

TRAINING CONFERENCE

BAY SECTION MEETING IS A GREAT SUCCESS

SECOND Annual Fall Training Conference of CTA Bay Section was held at Hotel Claremont, Berkeley, October 30. Sponsored by the Public Relations Committee of the Section, of which Clive M. Saiz of Jefferson union high school, Daly City, is chairman, the all-day conference was very well-attended by a large and representative group representing the 13 Bay area counties. The CTA Southern Section training-conferences at Camp Seeley, in the San Bernardino Mountains, held for the past four years, have been highly successful and paved the way for the Bay Section series.

In the morning Mr. Saiz presided excellently at the opening assembly, which shortly divided into 5 group conferences as follows: 1. Induction of New Teachers, led by Mrs. Eleanor D. Nelson, president, CTA Bay Section Classroom Department, and teacher, Vacaville union high school; 2. School Trustees and the Teacher, led by Harry I. Christie, president, San Francisco Board of Education; 3. Maintaining Professional Standards, led by A. C. Argo, superintendent, Sequoia union high school, Redwood City; 4. The School and the Press, led by Mary Ellen Leary, feature writer, San Francisco News; 5. The Committee Member, led by Helen Holt, past-president, National League of Teachers Associations, and teacher, Washington School, Alameda. The leaders had made thorough preparations and the discussions were lively and fruitful.

Following these 80-minute semi-

nars, the group reconvened to hear Louise Beyer Gridley, California state director, National Education Association, and teacher-counselor, Berkeley high school, admirably present NEA problems.

Robert J. White, Contra Costa County assistant superintendent of schools, Martinez, and president, CTA Bay Section, presided with his customary good cheer at the luncheon session. Mrs. G. W. Luhr, director of curriculum and health, California Congress of Parents and Teachers, Oakland, brought interesting and timely greetings from that great organization. Walter T. Helms,

vice-president of CTA, was present at the luncheon.

At the afternoon assembly Roy W. Cloud, CTA state executive secretary, speaking on *The CTA Faces the Future*, well outlined major features of the 1944 program of the Association.

Dr. Walter F. Dexter, State Superintendent of Public Instruction, was present for a short time, brought cordial greetings from his department, and highly praised the CTA.

Summaries of the morning conferences were next presented and will appear in the conference bulletin. Dr. Alexander Meiklejohn, one of America's outstanding educational leaders, delivered the concluding address of the conference, on *Teacher, Teach Thyself*, a profound and stirring message.

Excellent in spirit, arrangement, content, and setting, this large and enthusiastic conference was conspicuously successful and of great value to all officials of local teachers clubs and organizations. A copy of the conference bulletin may be obtained by addressing Earl G. Gridley, CTA Bay Section Secretary, 2207 Shattuck Avenue, Berkeley 4.

Selective Service

Occupational Classification for Teachers

COLONEL Kenneth H. Leitch, State Director of Selective Service, states that State Headquarters has directed all local boards in California to review the cases of all registrants in Class III-A. Registrants now in that class consist of pre-Pearl Harbor fathers. A pre-Pearl Harbor father is a father who became such on or before September 14, 1942.

Local Boards, after reviewing a case, will place the registrant in one of the following four groups, based upon his occupation:

1. Nondeferable occupations; that is to say, those which have been expressly declared by National Headquarters to be nondeferable, regardless of the dependency status of the registrant.

2. Occupations in activities which are necessary to our National life.

3. Occupations in support of the war effort.

4. Occupations in war production.

It should be borne in mind that State Headquarters does not classify registrants. It is our opinion, however, that local boards generally will place public school full-time teachers now in III-A in Group 3. We believe this to be so regardless of the subjects taught by the registrants.

Registrants in Group 1 and Group 2 will be reclassified before registrants who are in Group 3 or Group 4.

There are so many variable factors in the classification of part-time teachers that we refrain from expressing an opinion with respect to their classification.

It is suggested that employing agencies of teachers between the ages of 18 and 38 file Forms 42A with local boards of the registrants. This will establish the occupational necessity for the registrant and at the same time give the employing agency the right of appeal in the event that the registrant is reclassified out of III-A.

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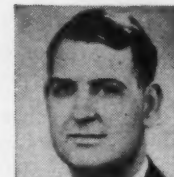
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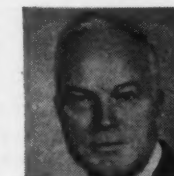
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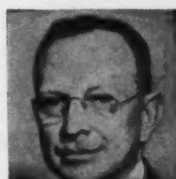
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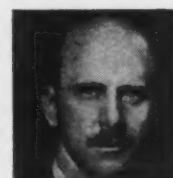
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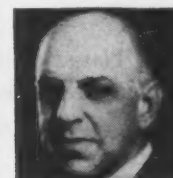
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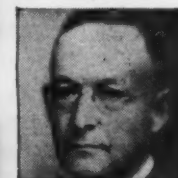
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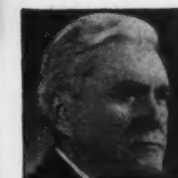
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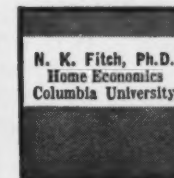
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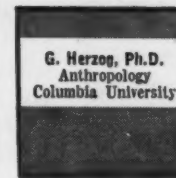
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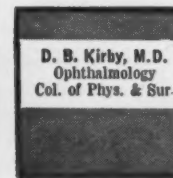
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Columbia University



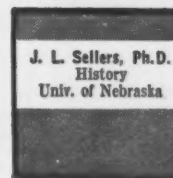
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Columbia University



H. H. Strandskov, Ph.D.
Zoology
The Univ. of Chicago



D. B. Kirby, M.D.
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Col. of Phys. & Sur.



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Univ. of Nebraska



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NEW BOOKS FOR TEACHERS

NEW BOOKS THE TEACHER SHOULD OWN AND READ

Laura B. Everett, Oroville

THE New Europe, by Bernard Newman, cousin of Maurice Evans, the Shakespearean actor; great-nephew of George Eliot.

A remarkably discerning analysis of the historical background of the European nations involved in this war, with emphasis on the Balkans. One of the most valuable books of the year. Macmillan, \$3.75.

How to Win the Peace, by C. J. Hambro, President of the League of Nations Assembly and of the Norwegian Parliament.

A penetrating examination of the problems confronting the Allied Nations in the building of a lasting peace. An illuminating analysis of totalitarian psychology. Lippincott, \$3.

The Legacy of Nazism, by Professor Frank Munk, Czechoslovakian expert in Economics, Lecturer at University of California.

A clear and interestingly written explanation of Nazism and its results. Macmillan, \$2.50.

Ancient Greece in Modern America, by John R. Macarthur, California Institute of Technology.

A helpful interpretation of Greek mythology, but much more—the influence of Greece upon our literature, our art, our thinking, and even our advertising. Caxton Printers, \$6.

Jefferson: The Road to Glory. 1743 to 1776, by Marie Kimball. The author is the wife of Fiske Kimball, Director of the Philadelphia Museum of Art, whose folio, Thomas Jefferson, Architect, was published in 1916. She is the daughter of the late Professor Julius Goebel of Stanford, to whom her book is dedicated.

An excellent piece of research, giving new material on the early life of Jefferson. Coward-McCann, \$4.

Journey Into America, by Donald Culross Peattie, Sketches from our history in this author's delightful style. Houghton Mifflin, \$3.

The Wake of the Prairie Schooner, by Irene D. Paden. The fruit of 20 years of

vacations spent in following emigrant trails; the author is the wife of Dr. W. B. Paden, Superintendent of Schools, Alameda. Macmillan, \$3.

New Books That Will Appeal to Many Teachers

Germans in the Conquest of America, by German Arciniegas, a notable South American social scientist, writer, and diplomat. New material for those who have thought South America was settled entirely by the Spanish and Portuguese. Macmillan, \$2.50.

Rio Grande to Cape Horn, by "the best-informed living writer on Latin America," Carleton Beals (U. C., National University of Mexico, and New School for Social Research in New York City). The individuality of each country considered in plans to solve the problems of our relations with Latin America. Houghton Mifflin, \$3.50.

Charles Mills Gayley, by Benjamin P. Kurtz. A treasure in biography for all who knew the glorious days of Professor Gayley, head of the English Department of the University of California until 1923. Professor Gayley was known to California high schools for his Classic Myths in English Literature and Principles and Progress of English Poetry. University of California Press, \$2.50.

The Editor Accepts, by Earl Reed Silvers of Rutgers College. For the teacher interested in writing or in helping students to write. Dr. Silvers, who has written many series of books for boys, tells how he broke into adult fiction; several of his stories, here included, have a chapter apiece of explanation and comment; he has a chapter on Writing and Selling Juvenile Fiction. Rutgers University Press, \$2.50.

New and Entertaining Books

OUT of the Silent Planet, a novel by C. S. Lewis, whose Screwtape Letters attracted so much attention in England and were praised as notable satire by our best satirist, Leonard Bacon. Wearied readers of mysteries as well as lovers of the original and highly imaginative may sail together to Malicandra—a planet by any other name is just as intriguing—and teacher will feel a new competence when her students quote the man from Mars. Macmillan, \$2.

Our Way Down East, by Elinor Graham, who has played with Walter Hampden, and

as Ethel in the Pulitzer Prize play, Craig's Wife. Here is bubbling fun and nonsense; an amusing and relaxing book. Macmillan, \$2.

Fiddler's Quest, by Patricia Lynch. The author, who has written several books for children that are said to "revitalize the legendary days of Ancient Ireland," in Fiddler's Quest presents a charming picture of Irish life that the teacher will read and pass on to her teen age girls. Dutton, \$2.

The Innocent Wayfaring, by Marchette Chute, a gay little story of Chaucer's England. Teacher and girl students alike will enjoy it. Scribner's, \$2.

Nobody's Children, by Rose Kuszmaul. Excellent child psychology for grown people in this story of an orphan asylum; in Hemingway style. Houghton Mifflin, \$2.50.

The Tharrus Three, by Catherine Macdougald Maclean, author of Seven for Cordelia. An exquisite story of Scotch refugee children on a Highland farm. Jock's comments on the story of Troilus and Cressida are as delightful as Sir James Barrie's writing. Macmillan, \$2.50.

Cloud-Walking, by Marie Campbell, a story told by the "Little Teacher" of life in the Kentucky Mountains; a joy to those interested in the Elizabethan tongue still used in our remote Southern mountains. Farrar & Rinehart, \$2.50.

Two superior Westerns: Guns on the High Mesa, by Arthur Henry Gooden. Houghton Mifflin, \$2; and Range Rider, by W. H. B. Kent. Macmillan, \$2.

* * *

Pi Lambda Theta

PROFESSIONAL Problems of Women is the topic for research, for two awards, \$400 each, offered by Pi Lambda Theta National Association of Women in Education.

The field has been opened to any person interested in the topic. Final report of the completed research study must be submitted by August 1, 1944; the awards will be made on or before September 15, 1944.

Chairman of Pi Lambda Theta Committee on Studies and Awards is May V. Seagoe, University of California at Los Angeles. For further information address Miss Seagoe.

Other members of the committee are Margaret E. Bennett, Pasadena City Schools; Marguerite Hall, University of Michigan, Ann Arbor; Katherine L. McLaughlin, University of California at Los Angeles; Helen M. Walker, Teachers College, Columbia University, New York City; Elizabeth Woods, Los Angeles City Schools.

ADULT EDUCATION

ADULT EDUCATION FOR NON-READERS AND NON-WRITERS

Thorvald Krogh, Director of Adult Education, Monterey

HOW old are you?"

"Thirty-one."

"How far did you go in school?"

"Third grade."

"How old were you when you stopped going to school?"

"Fifteen."

"What were you doing before you joined the Army?"

"Picked cotton."

This is just a sample of an interview by an elementary adult teacher who is helping to screen a group of non-readers and non-writers in the army.

Early this year, the Monterey Adult School received a call from a Field Artillery organization at Fort Ord. Two hundred men had recently been attached to their organization. All of the men were of limited education. Could the Adult School help them in any way?

There were small matters that needed attention before classes could begin. Competent instructors had to be found to initiate a program of this kind, because whatever success was obtained would be a guide for new organizations coming in. We felt this was just the beginning of a very extensive program that would be carried on so long as we were at war.

It isn't easy for a civilian organization to establish an uninterrupted program with Army personnel. This we know from past experience. We did however want to take every precaution in order that we might have regular attendance and complete cooperation from the regimental commanding officer down.

It is perhaps proper at this time to review some of the points that we discussed with the commanding officer. He recognized that these men were a liability in the organization unless they could read. They were a liability unless they could communicate with one another, especially so if they were isolated in an area and had important information to relay to field headquarters.

The morale of the illiterates, or non-readers and non-writers, as we choose to call them, would be raised greatly by having an opportunity to learn to read, if only a little bit, learn to write enough words so they could send a message home, and use figures so that they would be able to know whether they were getting the correct change at the PX.

Keep in mind that the commanding officer worked his men 8 hours a day on field maneuvers, and that he would not look any too kindly upon an additional 2 hours a day for the training of these men. It is true that our classes would run only Monday, Tuesday, and Wednesday, of each

week, but the additional time exacted of the men would not be given up easily, and might well engender disorganization and disunity.

In spite of all the arguments that might be said against having these men meet in the evening after a full day's work, the commanding officer agreed to support the program and assigned either a commissioned or a non-commissioned officer to every ten men in order to make certain of the attendance and also to keep informed on the progress of the men.

We have finished with the group that started this elementary adult education for

What about Personal Loans in wartime?

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our district, and we have now doubled our enrollment. Materials are available from the Adjutant General's Office, and we are constantly getting more and more material such as Soldier's Readers and small pamphlets that are put out by the Army which these men of limited education can use in exercising their reading ability.

We had a "graduation" exercise. The men had been regular in attendance for 13 weeks. A great deal had been accomplished. Men who previously had not known the abc's and were unable to count or write figures were now writing regularly to their parents, wives, or sweethearts. We assumed that they were happy about the progress they had made, but we were not thoroughly convinced of it until the evening of the graduation. Then we gave each man a small card, with a gold seal on it, showing satisfactory completion of work in reading, writing, and arithmetic, in elementary adult education.

One of the men, unrestrained by the military aspect of his surroundings, extended his hand to the instructor who had given him his certificate and said, in his southern

drawl, "I sho' do wanta thank yah for the way ya helped me, and I'll alahs remembah it."

Such a statement was particularly conspicuous since the other men, over 100 in number, had nodded, smiled, blushed, or coughed lightly, as they received their awards. The officer who was sitting next to me pointed with pride to the man who had spoken and said that he was in his company and that he would make sure he was a first class private before ten days were up.

The kind of elementary adult education that we have been permitted to carry on here at the Monterey Adult School is further proof of the flexibility of an adult education program.

* * *

Wartime Social Studies in the Elementary School, by Chase, is Number 3 in the Curriculum Series issued by National Council for the Social Studies. This 54-page brochure summarizes the experiences of many elementary-school teachers and super-

visors and covers four broad areas of special concern in these war years and for young children. Address the Council, a department of NEA, at 1201 16th Street, NW, Washington 6, DC; price \$1.

* * *

One World

LITTLE, Brown & Company, Publishers, 34 Beacon Street, Boston 6, have issued two important and praiseworthy new books relating to the world as a whole:

1. *United We Stand, The Peoples of the United Nations*, by Dr. Basil Mathews, discusses accurately and interestingly the people and countries of the 32 United Nations. Of his many books, over a million copies have been sold in England alone. It is a splendid world-picture by a competent scholar; price \$2.50.

2. *Using the Wealth of the World*, a text in economics, by Robert I. Adriance, head, social studies department, East Orange High School, New Jersey, is for the average high-school student 16-18 years of age. Based upon the needs and interests of young people, this excellent text deals first with the consumer-citizen, then the agencies which produce consumer goods, and finally with the economic system as a whole. All the teaching aids are conveniently grouped in the back of the book; price \$1.88.

* * *

From Nevada

NEVADA Educational Bulletin issued by State Department of Education five months of the year, now in its 25th volume, is edited by George E. McCracken, Carson City; Mildred Bray is State Superintendent.

Congratulations upon the excellent illustrated September issue of 48 pages, packed with materials of value to all Nevada teachers. In her message Miss Bray states:

"I feel confident that each Nevada teacher will agree with the State Department that our paramount duty is to foster in youth a love of country, devotion of duty, and an understanding of the American way of life, and the citizen's duty to preserve that way.

"We must not take it for granted that a child naturally acquires a fine patriotic attitude, but we should constantly plan to develop that attitude in the classroom, on the playground, in extra-curricular activities, and in community life."

THE LIFE OF A CHILD

Lt. Floyd J. Highfill, La Junta Army Air Field, Colorado

THE money-mad world rushes on for gain
While the grind of the rush is always the same;
The strain and the strife to put something in store
Brings a kind of relief but nothing more.
True wealth without money beguiled
Is found only in
The life of a child.

Preachers may preach the damnation of sin
Striving with the voice some souls to win;
Each word must be strained through the preacher's hopper,
Be it ever so eloquent there's always a topper.
The top of the list of sermons so mild
Shines out with splendor in
The life of a child.

The artist may paint with brushes so free
The picture of birds or animals or the sea;
He may strive to portray the beauty of the world
As scenes of the desert or the sunset are unfurled.
But no picture in art galleries has ever been filed
That's equal in beauty to
The life of a child.

When the heart is sad and the feelings forlorn
A breath from heaven on the heartstrings is born,
Which tunes the heart to the song of the bird
Through smiles and kisses and a tender word,
Which lifts you to "heaven on earth" so-styled,
By the sweet and gentle presence in
The life of a child.

CHILDHOOD EDUCATION

CALIFORNIA ASSOCIATION FOR CHILDHOOD EDUCATION

Mrs. Neva W. Hollister, Fresno; State President

AMERICA is thinking — thinking in sobered fashion about a world whose dreams have been shattered.

California is thinking — thinking seriously about economic and social conditions for its own citizens and for the thousands and thousands of workers who have come to help California and the other Pacific Coast States produce nearly one-third of finished war materials and one-half of all the ships being built.

California is thinking — thinking with mingled emotions about the rehabilitation and the re-employment of the heroes of the Solomons, the Aleutians, China, England and North Africa.

California is thinking — thinking with grave concern about what is happening to the home life of many families where mothers feel it is necessary to work in war work or essential industries.

California educators are thinking — thinking clearly and logically for now and the future of children in classrooms today:

School policies and curricula are being changed to meet the pressing needs of today and tomorrow.

Housing for classes and childcare centers is a major problem in many congested industrial areas.

Health programs become increasingly important. A nutritious school lunch becomes a "must" in many districts.

Recreation and work programs need careful planning to reach youth who have greatest need for it.

Credentials are being granted in California by the thousands to educators from other states, to teachers reentering the profession, and to students finishing requirements for certification. The State Department of Education recently announced that more than 20,000 credentials had been granted since July, 1942. These figures represent more than the number of men in an Army division.

California Association for Childhood Education is thinking — thinking, planning, and working intensively on problems that affect children

directly and problems that deal with the organizations that control the functioning of its program.

California's 3000 members are working intimately with the 38,000 Association for Childhood Education members in the United States. Children in Wartime and Afterwards, the theme for the Pacific Coast Regional Conference held at University of California at Los Angeles last summer, continues to be the theme during this school year.

Resolutions were adopted by 22,000 members of the Association for Childhood Education in regular meetings or community conventions last May. From these resolutions, the national executive board formulated the Plan of Action, serving as a basis for program-planning for 1944-45. It suggests ways individuals, branches, sections and the state organizations can be helpful to children, to parents and to the teaching profession.

The Plan of Action is an expression of the goals for Childhood Education the Association has set for itself and its members.

Resolutions and Plan of Action

Resolution 1. There is the problems of taking care of the children. We believe that each family, each community, each state and each nation bears a joint responsibility for the care of its children, the degree of sharing responsibility to be in proportion to the ability of each to assume it.

Plan of Action. Discover what is happening to the children in your community and what resources and limitations there are for meeting their needs. Act with other agencies in meeting the needs of children. Determine cooperatively the unique and joint responsibilities of the home, the school and other agencies, and work to the end that these responsibilities are assumed.

Study and support or oppose local, state and national legislation affecting the welfare of children. Show, as individuals, respect for each child in every contact with him.

Resolution 2. There is the problem of emphasis in what we shall teach. We believe that every individual has potentialities through which effective skills, desirable habits, and socially-constructive attitudes can be developed, thereby contributing to the growth of the individual and to the common good.

Plan of Action. Make clear at all times the nature and possible ways of solving children's present problems. Make attractive, concrete and clear the present needs of individual children and groups of children. Publicize the responsibility each community, school and home must bear in studying and in meeting the peculiar needs of its children.

Protect children in their learning from the many pressures imposed by those not aware of the ways in which children grow. Evaluate the experiences demanded of children in terms of their contribution to child development.

Resolution 3. There is the problem of educating teachers. We believe that existing programs of teacher education need re-evaluation and revision with the emphasis upon adults and chil-

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Neva W. Hollister, President

dren as people sharing experiences that promote the maximum development of both.

Plan of Action. Encourage in-service growth of teachers and maintenance of the highest possible standards for teacher selection. Urge student groups to evaluate their college preparation for teaching and to suggest constructive changes. Stimulate closer cooperation between the teacher and the family in meeting the needs of children.

See teaching as a vital social process in its essential relationship to other occupations. Encourage the continuous enrichment of the personal lives of all who work with children.

Resolution 4. There is the problem of improving ways of living and working together. We believe in the ability of each individual to grow in social sensitivity, in social imagination, and in social knowledge, and through this growth to develop improved ways of living and working with others, regardless of differences.

Plan of Action. Establish a security, as Branch members work together, that is the outgrowth of a willingness on the part of each individual to express truly an honest opinion and a confidence that each will keep the counsel of the other. Seek within the group to integrate such differences in ideas and cultural backgrounds as can be immediately welcomed, genuinely assimilated, and honestly utilized.

Seek within the community appropriate opportunities for working with other groups interested in children. Consider and develop better techniques for working with others. Develop a willingness to relinquish personal and group priorities for the sake of the common good.

Teachers Leaving

Resolution 5. There is the problem of teachers leaving the teaching profession. We believe that teaching is a professional service fundamental to the national welfare and that the future of our nation depends upon the wise guidance of children by skilled teachers today.

Plan of Action. Make teachers and communities aware of the importance of teaching as war work. Awaken professional pride through recognizing the work of teachers. Work for the improvement of administration and for the release of the powers of the teacher.

Stimulate members to avail themselves of opportunities for growth such as participation in ACE activities and the use of current professional literature.

Resolution 6. There is the problem of living in a world at war. We believe that we should attempt, even in wartime, to provide for all children adequate protection, intelligent participation, and balanced perspective.

Therefore, we reaffirm the action taken at the 1942 Annual Meeting in adopting A Policy on Young Children and the War and will seek new ways of implementing this policy in 1943-45.

Plan of Action. Review and re-examine A Policy on Young Children and the War to determine what has been done and what still needs to be done to implement this policy in your community.

Urge all members to accept the fact that to the extent we carry out the 1943-45 Plan of Action, to that extent are we participating in post-war planning for children.

"We have selected our problems. We have stated our beliefs. We have planned our action," has said Mary E. Leeper, executive secretary of International Association for Childhood Education. "Through regional meetings, in branches, and as individuals we are already at work. These problems will not be solved in a year or in two years, for we work for the children of today and those of the future. We shall rise or fall as we have faith to believe that we can solve these problems, that children are worth working for today — tomorrow.

Our Quiet Tasks

"Let others assume the easier, more alluring wartime tasks. Let us hold ourselves to the quieter, slower job of seeing that the children of today, of tomorrow — all of them — have the opportunity to enjoy work, love beauty, respect themselves, be considerate of others, laugh often. So shall they be rightly fitted to carry on the free democracy that our men and women of today work for, strive for, die for."

CALIFORNIA Association for Childhood Education is thinking — thinking, planning, working, with a keener conviction than ever of the importance of an effective program of constructive service; seizing every opportunity to safeguard the interests, rights and privileges of children — the nation's greatest heritage and future wealth.

Health Instruction

HEALTH Instruction Yearbook, 1943, compiled by Dr. Oliver E. Byrd, associate professor of hygiene and director of division of health education, School of Health, Stanford University, with foreword by Dr. Ray Lyman Wilbur, Chancellor, Stanford University, over 300 pages, comprises outstanding articles in the field of health summarized in readily available form for text or reference use.

Issued by Stanford University Press, the author and publisher intend to make this an annual publication; price \$3.

* * *

Learning Language

A 50 PER CENT speed-up in ability to understand and speak a foreign language is anticipated at Northwestern University, as a result of a unique program of language instruction instituted there.

The new program, in which the traditional textbook is minimized, uses a combination of (1) recordings played on a special phonograph and heard through earphones or loud speakers, and (2) short-wave radio.

Although recordings have been used before for supplementary work in the teaching of languages, Northwestern is the first university in the United States to introduce this learning-by-hearing system as the basis of instruction in all beginning romance language courses.

With a special phonograph which permits control of speed and tonal quality, with earphones which give better reproduction and shut out extraneous noises and sounds, and with loudspeakers which magnify the voice and carry it into all parts of the room, the new program has already produced a marked improvement in pronunciation and ability to understand.

Over a short wave broadcasting unit, which can be connected to a loudspeaker or earphones, more advanced students get a practical application of conversation, pronunciation and grammar by listening to broadcasts emanating from foreign countries and sent from the United States to Latin America and Europe.

The new auditory method is being used in Spanish, Italian, Portuguese and French classes. Some of the recordings are commercially made but most have been recorded in the laboratory of the School of Speech at Northwestern, using the voices of natives of each country.

CURRICULUM BUILDING

TRENDS WHICH AFFECT CURRICULUM-BUILDING IN WARTIME

*CTA Committee on Essentials of Modern Curriculum, Chairman, Abby May Perry,
Primary Teacher, Lowell Elementary School, Long Beach*

Extended School Day

*The Librarian Joins the Extended School
Day Service of the Long Beach
Public Schools*

Clara B. Josselyn, School Librarian

IT its summer time, but school bells are ringing for extended day session. The librarian with a whistle, duster, and a bag of "literary tricks" opens up consecutively the libraries in 10 of the city's elementary schools.

Little folk come for a period, and then the older children have their turn at browsing and listening to stories. The librarian reads many gay picture books and appropriate short stories and excerpts to the various groups.

As each day closes, some entertaining incident is called to mind.

There is the homey picture of two small boys squeezed in the library's comfortable wicker arm-chair — one child listening while the other reads.

There is the older girl who, one day when everyone was quietly browsing, approached the librarian with d'Aulaire's colorfully illustrated *Star Spangled Banner*.¹

"We would like to sing this," she suggested.

"I am willing," said the librarian, "only I am not very good at music. Can you lead?"

"Yes," said the girl, whereupon she got everyone out of their seats and bid them stand. We saluted the Flag, sang the National Anthem, and then sat down and went on where we had left off, just like the characters in *Sleeping Beauty*.²

There is the pair of shoes which always seemed to be standing in the middle of a certain library floor. Probably they belonged to "Nibby" in *Merrimeg*.³

There's the tall, red-headed, junior-high boy who came in and asked the librarian "Are you going on with that story (John of the Woods)⁴ which you were reading last week?"

There's the line of little "Indians" dressed up in hats of their own making. The air is filled with whooping yells as they follow "Big Chief" along the sidewalk to the library.

There is the boy who shouted "Read another story. Keep reading until your throat's dry."

There's the amusing picture of grown-

ups checking the number at lunch. You notice that the teacher in charge has started counting. You are sure you can get the correct number the first time, so you start jabbing your forefinger at all the little wigglers. Right in the midst of it all you see a child returning from putting the salt away.

"Did you count him?" you wonder, just as a head comes out from under the table where a boy has been chasing his blowaway napkin.

"Oh, dear," you say, "I'll start over again."

At the end of the third count, you look at the teacher and cafeteria lady, and when

1. d'Aulaire, *Star Spangled Banner*. Doubleday 1942

2. *Sleeping Beauty in Whiteman Playmates* in Print. Nelson 1926.

3. Bowen, *Merrimeg*. Macmillan 1923.

4. Brown, *John of the Woods*. Houghton 1909.

5. Burton, *The Little House*. Houghton 1942.

both of them say "39 children and 1 adult," you beamingly agree and feel the faith in your own ability coming back to normal.

There's the picture of the children running to the library windows to catch a glimpse of the bungalow rolling along the street on its way to Clara Barton School. We all waved and shouted "Good-bye, Little House,⁵ good-bye!"

SHORT stories have been scanned, long stories read, airplane pictures copied, puzzles solved, flag games played, encyclopedias explored, maps traveled, and countless ideas tossed hither and yon. Surely books have made life a little richer and happier for these boys and girls this summer.

It has been fun sharing literature with these youth!

* * *

Narcotic Review, published quarterly by Inter-State Narcotic Association, 53 West Jackson Boulevard, Chicago, is an excellent illustrated periodical with much material relating to habit-forming drugs. California teachers will find it of service in complying with the California school law concerning instruction in this field.

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WHEN TENSENESS COMES

RELIEVING TENSION IN THE CLASSROOM

Henrietta Holland, Teacher of Social Living, Sturges Junior High School, San Bernardino

THE war, with its attendant evils, has intensified the problem of discipline in many classrooms. For some time I have wondered if many of our discipline problems should be regarded not so much as discipline but rather as "tension" problems. And perhaps the best way to solve them is to relax!

For several weeks I have taken this approach to classroom discipline, and I have found that it is in most instances successful. Of course, there are individual cases which receive special attention—punishment even on occasion. There are times even when "disciplining" is necessary, but most of the time "relaxing" solves a large share of the difficulties.

Relaxing is the easiest way to discipline, too. The class is happier, and so am I. Not only that, I find myself much more cheerful, rested, and optimistic at the end of school than when I took the "serious" approach to discipline.

Of course, you can relax into confusion if you are not careful. Like all advice, this, too, must be taken with several grains of caution and be exercised with good sense. But when discipline seems to be assuming the proportions of a major problem in your class, try this:

1. Relieve your own tensions by a few exercises at recess and noon time.
2. Take a cheerful attitude and try to see things in the right perspective. Con-

centrate on important problems, and don't be worried by trivial and unimportant things.

3. Provide variety in your classroom and arrange for a frequent change of work.

4. Check up on the temperature and ventilation. Maybe "atmospheric conditions" are to blame.

5. Let the pupils do a few stretching exercises—especially after tedious close work.

6. Singing is wonderful to relieve tension. So are victrola records. You can create almost any mood you want with music.

7. A story, too, can help both teacher and class to relax.

8. Even a joke is a help. A good laugh can do wonders for every one and clear up many classroom difficulties.

So next time when things go all wrong, maybe the fault is not with the class, nor with you, even. Maybe you all simply need to relax. Try it, and see if it doesn't help.

Western College Association, organized in 1924, has as president E. Wilson Lyon, president of Pomona College, and secretary-treasurer Professor Charles T. Fitts of Pomona College. At the recent Fall Meeting, November 13, on the Impact of the War Program, at University of California at Berkeley, many Western colleges were represented. The proceedings for 1942-43, now ready for distribution, contain addresses delivered at the May meeting, at which the Association celebrated the 75th anniversary of University of California.

* * *

Economic Bibliography

BIBLIOGRAPHY of Economic and Social Study Material, issued by National Association of Manufacturers, is a valuable list of reference and supplementary reading materials, posters, and movies available to teachers and leaders of study-groups free or at small cost.

In the recent 10th edition, 18 new publications bearing on 5 major wartime and postwar problems are described. It contains many new NAM materials not previously listed nor distributed.

This helpful illustrated manual of 40 pages is available through National Industrial Information Committee, 14 West 49th Street, New York City 20.

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KIDS PACK KITS—Soldiers and Marines embarking for long voyages to distant war theatres are given kit bags by the Red Cross containing books, candy, cigarettes, writing material and other items. Here is a group of Stockton, California, Junior Red Cross members packing kit bags.

THE CROPS ARE SAVED

SAN RAMON VALLEY HARVEST CAMP

Louis R. Farone, Acting Vice-Principal, San Ramon Valley Union High School, Contra Costa County; George V. Cooley, Principal

SEPTEMBER 1, 1943, the administration of San Ramon Valley Union High School was approached by the Field Assistant of the Agricultural Extension Service, Farm Labor Project, to supervise a work camp wherein harvesters might be housed and organized to harvest the tomato, walnut, and grape crops of the surrounding territory.

Last spring the Board of Trustees had voted to close school for the month of October so that the students might be free to work in the harvest, thereby leaving the faculty free to work where they were most needed, and as the need for workers and housing was acute, the faculty was anxious to cooperate in any way possible.

At the annual faculty-trustee dinner, September 14, the president of the Board of Trustees, W. E. Stewart, who is also the Field Assistant mentioned above, presented the completed plans for San Ramon Valley Harvest Camp, which was to be housed in the summer camp of San Francisco Protestant Orphanage, 1¼ miles from Danville, which was leased, rent free, for the purpose. The principal and acting vice-principal of the high school were to act as camp directors.

Anne Richardson, home economics teacher, and Margaret Harper, physical science teacher, would act as kitchen supervisors. The kitchen staff was to be recruited from our student-body. Other teachers would be free to work either in the fields or canneries. Because of this plan, the school's buses would not have to travel to the metropolitan area to transport workers as was done last year, thereby saving precious tires and gasoline, and giving the workers more hours in the field.

The camp was opened and cleaned, the swimming-pool drained and re-

filled, and on October 3, the first group of recruits was received, which totaled about 30.

It is interesting to note the strangely heterogeneous group which answers the call of patriotism in the time of war. Of the group of women who volunteered to work in the fields, at prevailing wages, some had never worked before, others were retired teachers, nurses, artists; WAVES, WACS, and Marines awaiting their calls, college professors wives, housewives, secretaries; some had donated their two weeks vacations, others had donated their entire summer to the work. In no case was money the entire motive for coming. The recruiting was very ably handled by University of California Agricultural Extension Service and American Womens Voluntary Services.

Assignment of Work

Monday morning breakfast was served at 7:00 a.m., and at 7:30 the women were on their way to the fields to harvest walnuts. As time went on, the group increased until a high of 64 workers was reached. Each morning the women were assigned to various fields and crops. As far as was possible, their preference was allowed in assignments. Some did not care to work in tomatoes, others preferred tomatoes to walnuts. In most cases, there was plenty of work available in both crops; however, at any time there was a shortage of workers, the more perishable crop was given preference. Assignment of crops was received by the camp directors, who in turn assigned the women to the fields.

By 11:30 box-lunches had been prepared, and either the rancher who was employing the group would call for them, or they would be delivered to the fields. At 6:00 the evening

meal was served, and lights were out at 9:30. It is surprising how easily the rule of lights out was enforced. After a full day of hard work in the fields, most of the workers were in bed by 8:00 p.m.

With each group that left the camp for a day's work, a work-sheet was supplied to the rancher who employed the group. On this sheet, he would compute the number of units each worker had picked, and pay the camp directly. The camp would then deduct \$1.50 from each worker's pay for her board, and pay her the balance. Again, it is interesting to note that each worker made a net profit, some netting as much as \$30 per week.

The comments of the ranchers were received with great interest. When asked if they thought the project had merit, their answers were very definitely affirmative. Each rancher thought he had been given the choice workers of the camp. A

**For California
Teachers and
Teachers Through-
out the Nation!**

**FRIDAY,
THANK GOD!**

by Fern Rives

"A delightfully readable tale, new and fresh in the way it deals with a teacher's life and problems...Plenty of fun, relaxation, tenderness, and real drama in this unforgettable story."—*Sierra Educational News.*

\$2.50

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typical comment was, "I don't know how the women are working out on other ranches, but my group is extremely unusual. They have saved my crop."

Tomato growers in the district reported that there had been absolutely no dockage at the cannery from tomatoes picked by women. True, they were slower than professional pickers, but much more careful in picking only fit tomatoes, and so much more careful with the vines that they could expect a far greater profit in the long run. In all cases the women were paid by the 50-pound-box for tomato-picking, and by the regulation grain-sack for nut-picking. The price of tomatoes had been stabilized by the Tomato Wage Stabilization Board, of which the principal is a member, and the price for picking up nuts varied with the condition of the ground, size of the crop, and condition of the nuts. Tomatoes were paid at the rate

of 17c. per box, and nuts ranged from 25c. to \$1 per sack.

Each morning the workers were transported to the ranches by the employers in trucks or cars, and returned at night by the same means, in time for a hot shower and a dip in the pool before dinner. During the evening, group singing and games were made available for those who wished entertainment. On Saturday nights soldiers from a nearby training station were invited in for a swim and dance until 11:30. Many of the women worked on Sundays too.

CAMP was closed Monday morning, October 25, when Irene Fagin, State supervisor of the Women's Land Army, presented a membership card to each woman who had enrolled in the camp. When the final reports had been filed, we found that there had been a total enroll-

ment of 124 women, an average daily attendance of 34. A total of 5714 2/5 sacks of walnuts had been gathered, 2559 boxes of tomatoes had been picked, and 113 boxes of grapes had been harvested.

The camp was pronounced a complete success by all who came in contact with it, and plans are already in the making for a larger one next year, when, it is believed, the need will be even more acute than it was this year.

* * *

St. Mary's College, through Brother Cornelius, has 35 of its fine Keith paintings on exhibition at Crocker Art Gallery, Sacramento, probably until mid-December.

Brother Cornelius is the author of *Keith, Old Master of California*. The first edition of 2500 is more than half sold. It has been compared to Boswell's famous life of Samuel Johnson. The book sells for \$5; anyone who purchases it through Keith Memorial of St. Mary's College, California, will have it autographed by Brother Cornelius.

* * *

Songs for Wartime

NEW Songs for Schools at War.

a 16-page illustrated brochure, is issued by Music Educators National Conference, 64 East Jackson Boulevard, Chicago 4. One may obtain single copies gratis by addressing that office.

Published for music teachers and supervisors by Education Section, War Finance Division, Treasury Department, Washington 25, DC, single copies also may be obtained from that office.

This, the 2nd edition of the booklet of songs written by and for school children, which appeared last year, contains a complete new assortment. Its primary aim is to aid the War Finance Program throughout the public schools of the United States.



AUTHENTIC ART—Geraldine Medicinehorse, talented Indian girl of Haskell Institute, Lawrence, Kansas, paints colorful Indian art as her Junior Red Cross contribution. Pictures are used in Service hospital day rooms.

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 San Francisco 5 Los Angeles

Post-War Problems

List prepared by Dr. Harl R. Douglass,
Director, College of Education, University
of Colorado, Boulder

1. Short Non-Technical Reliable Books on Post-War Problems

Agar, Herbert, *A Time for Greatness*, Simon and Schuster, 1943.

Chase, Stuart (1941-42), *Goals for America; The Road We Are Traveling; The Dollar Dilemma; Tomorrow's Trade; Farmer, Worker, Businessman; and Winning the Peace*; six monographs. Twentieth Century Fund.

Davies, Joseph, *Mission to Moscow*, Simon and Schuster, 1941.

Hoover, Herbert and Gibson, Hugh, *The Problems of a Lasting Peace*, Doubleday, Doran, 1942.

Hindus, Maurice, *Mother Russia*, Doubleday, Doran, 1942.

Lippman, Walter, *American Foreign Policy*, Little, Brown, 1942.

Marshall, James, *The Freedom to Be Free*, John Day, 1943.

Motherwell, Hiram, *The Peace We Fight For*, Harper, 1943.

Motherwell, Hiram, *Rebuilding Europe After Victory*, Public Affairs Pamphlet 81, Public Affairs Committee, 1943.

Rugg, Harold O., *Now Is the Moment*, Houghton, Mifflin, 1943.

Wallace, Henry, *The Price of Free World Victory*, Fisher, 1942.

Wallace, Henry, *The Century of the Common Man*, Reynal and Hitchcock.

Willkie, Wendell, *One World*, Simon and Schuster, 1942.

Willkie, Hoover, Gibson, Wallace, Wells, *Prefaces to Peace. Book of the Month Club. Symposium: One World, Problems of Lasting Peace, Price of Free World Victory, Blueprints for Peace.*

Yutang, Lin, *Between Tears and Laughter*, John Day.

2. Pamphlets and Periodical Articles Post-War Economic and Social Problems

Brown, William Adams, Jr., *The Future Economic Policy of the United States.*

America Looks Ahead, World Peace Foundation, Boston.

Hansen, Alvin H., *After the War—Full Employment*, National Resources Planning Board, 1942.

Bailey, Thomas A., *America's Foreign Policies, Past and Present*, Headline Book 40, Foreign Policy Association, 1943.

Dean, Vera Micheles, *The Struggle for World Order*, Headline Book, 32, Foreign Policy Association, 1941.

Educational Policies Commission, *Education and the People's Peace*, National Education Association, 1943.

National Resources Planning Board, *After*

USE ELECTRICITY WISELY —DON'T WASTE IT!



Electricity is vital to war production. Use it carefully and without waste. Check this light-saving list today:

- ✓ Clean bulbs and lamp reflector bowls with soap and water. Dust can deprive you of as much as half your light.
- ✓ Use white-lined lampshades. White reflects almost all light falling on it. Have the outside of your lampshade any color you please, but for light-thrift be sure that the inside of the shade is lined or painted white.
- ✓ Share the light—as well as the ride. Arrange your furnishings so that at least two persons can use each lamp.
- ✓ Place lamps close enough for eye-comfort. Even a few inches farther away can mean fifty per cent less light.

For additional wartime suggestions, send for the free booklet offered below.

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ELECTRICAL BUREAU,

1355 Market Street, Dept. S1243,
San Francisco, California.

Please send your free booklet,
"Lighting for the Home Front."

Name.....

Street.....

City.....State.....

the War—Toward Security, Washington, D.C., Superintendent of Documents, 1942.

The United States in a New World. A study and discussion outline and reprints of very splendid reports: 1, Relations with Britain; 2, Pacific Relations; 3, The Domestic Economy; 4, Relations with Europe. By the editors of Time, Life and Fortune. Bureau of Special Services, 9 Rockefeller Plaza, New York City.

* * *

Eugenia West Jones

NEARLY 150 representatives of teacher-organizations and other friends gathered to do honor to Mrs. Eugenia West Jones at a tea at Southern California Teachers Home in Pasadena, Sunday afternoon, October 24,—a splendid turnout for normal times, but a very special tribute in these days of restricted travel. Many others regretfully were unable to come.

The tea was sponsored by the board of trustees of Bureau of Welfare, California Teachers Association, Southern Section, the occasion being the retirement of Mrs. Jones from membership on the Board of Trustees after serving continuously since the inception of the Bureau in 1928.

After refreshments and a social hour in the main building of the Home, Vincent P. Maher, president of the Board of Trustees, presented Mrs. Jones with a purse as a token of esteem and appreciation of her service.

The guests were then invited to look over the grounds and visit the infirmity building where members of the Home who require the attention of a nurse are housed, as well



Mrs. Eugenia West Jones

as the 3 detached cottages in which some of the members have apartments. The guests also were glad to have the opportunity to meet Grace M. Currier, who began her duties September 15 as manager of the Home.

Throughout the years Mrs. Jones has given unstintingly of her time to the welfare of her fellow-teachers. She has made many hundreds of calls on teachers who were ill and in need of help, and she has been truly "never weary in well-doing."

The name of Eugenia West Jones—or "Genie," as she is affectionately called—is inseparably tied up with the work of the Bureau of Welfare during the 15 years of her devoted service.

* * *

Two Book Reviews

Roy W. Cloud

Second Lieutenant's Handbook

STANFORD University Press has just issued two books of more than unusual value at this particular time. One is *Second Lieutenant's Handbook*, by Lieutenant John R. Craf. This book has been prepared especially for officer candidates and newly-commissioned officers and selectees who aspire to become officers.

Primarily, however, it has been written for the *Second Lieutenant* and is a guide for newly-commissioned officers. The book presents a factual, concise picture of the first days of an officer, his duties, responsibilities, rewards and obligations. It offers guidance in normal times but should be invaluable in wartime.

In the preface, Lieutenant Craf says, "With the liberty of the United States at stake there must be no failures. Success is essential. In wartime, guidance is like a tourniquet: when you need it, you need it badly."

The subjects discussed are uniforms, transportation, orders, identification cards, courtesy calls, standing orders, and a great number of other matters which can be used in the every-day life of an officer. Price, \$1.

Army Selectee's Handbook

Army Selectee's Handbook, also by John R. Craf, First Lieutenant, QMC, has been written for young men who will be called into the Armed Services of the United States. The purpose of this book is to provide a basic orientation and to serve as guide during the first weeks of military training; price, 56c; Stanford University Press.

A knowledge and a preparation for military service, the things that will be required in induction, the articles to take to camp, the various tasks and physical examinations that will be incumbent upon the new soldier, are presented in a very splendid manner. This book, if studied carefully, will permit anyone who is called into the service to assume more readily his duties and responsibilities as a soldier.

Lieutenant Craf has written the *Handbook* from his own personal experience. He has served in a number of camps in the United States and is now a member of the faculty of Stanford University and is an associate professor of military science and tactics.

Every school in California should have both these books in order that they may properly prepare the students who may be called into service.

* * *

1943

Olive Simpson, Age 12, Grade 7A, Clifton School, Monrovia; D. T. Dawe, Principal, Margaret Seberger, Teacher

THE history books of tomorrow
Of the present day will speak
As a time when all were engaged in war
Some conquest, some freedom to seek.

But of the free, seeking their rights
I hope the books will unfold
The story of those who gave up their all
To the cause more treasured than gold:

Those who bravely faced the foe
Through every storm and night
And left behind by gallant deeds
A brightly shining light.

"THE INVALUABLE INGREDIENT"

This non-advertising, motion picture in color, shows, from start to finish, the process of producing salt by Solar Evaporation. It provides 15 minutes of entertaining visual instruction and will be loaned, without charge, to schools, clubs, Parent Teacher Associations or organizations having a 16 mm projecting machine equipped for sound.

Address applications for loan of film to
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LETTERS

Of Interest to California Schoolpeople

Santa Rosa City Schools
Lloyd K. Wood, Superintendent
Santa Rosa, California
October 23, 1943

Mr. Roy W. Cloud
State Executive Secretary
California Teachers Association
155 Sansome Street
San Francisco, California

Dear Mr. Cloud:

During the past year I have had occasion to engage through the Berkeley Office of the Association several teachers for service in the Santa Rosa City Schools.

I have met with unfailing courtesy and feel that the work of that office is outstanding in its effectiveness. Despite the very definite shortage of teachers the quality of our staff has not suffered. This is in large part due to the frankness and diligence of Mr. Gridley and his assistants.

Though placement is but one of the many services rendered by the Teachers Association, I feel that it alone, as it now operates, is sufficient justification for the existence of the organization.

My Board joins me in gratitude to you for your maintenance of this branch.

Very truly yours,

Lloyd K. Wood,
City Superintendent of Schools

* * *

Conservation Books

National Wildlife Federation
1212 Sixteenth Street, N. W., Washington, D. C.

Organized for the purpose of restoring and perpetuating the natural resources of this Continent through an aroused and enlightened opinion among the people of this nation. Sponsors of National Wildlife Restoration Week.

Dear Mr. Cloud:

Teaching conservation in the schools is developing so rapidly that most teachers are having a difficult time obtaining the correct information on the subject without spending a great deal of time and energy in research and study.

The fundamentals of conserving our soil, water, forests, and wildlife were never more important than they are today. Teachers are being urged by both national and state leaders in education to give the subject of conservation serious consideration as a part of their daily work.

Four small books (beautifully printed and illustrated in colors) for grade schools that

deal with the fundamentals of conservation in a manner never before presented are issued by National Wildlife Federation. They are written in the language of grade school children; nevertheless, they develop the story of conserving our soil, water, forests and wildlife, and the interrelationship of one to the other in a way that adults will appreciate.

These books are the result of 6 years effort on the part of our Educational Committee and were written in collaboration with leading educators. More than 80,000 have already been distributed to schools. Price, \$1.75 per set, less 25%.

National Wildlife Federation is non-profit and non-political. Our major function is educating the 130,000,000 Americans to the vital necessity of conserving our natural, renewable resources.

Sincerely yours,

L. W. Wendt
Executive Secretary

We Buy a Jeep

San Diego City Schools
Loma Portal School

To All Educators:

The boys and girls of Loma Portal Elementary School had set as an aim for the finish of the 3rd War Loan Drive the purchase of a jeep and other pieces of equipment needed to outfit a group of Marines to fight.

Through the efforts of the PTA, the wife of a Marine Corps Colonel volunteered to arrange for a display and demonstration of a jeep and some Marine Corps ordnance.

A young man, Lieutenant Roger J. Lockwood, who recently returned from active duty in the South Pacific, contacted the school, arranged for and put on the demonstration, which included a ride in a "Bouncing Buggy" for each child — and the teachers, too.

In appreciation for his efforts and those of his assistants, the boys and girls of the fifth-sixth grade and Mrs. Mary Lazar, their

A Helpful Hint for You



AT is reported to us that pilots on tedious, uneventful, monotonous flights find chewing Gum seems to help keep them more awake and give them a better sense of concentration and attention. . . . We know this is so in factories where work is monotonous and repetitive. Might there not also be an idea here for you with certain pupils? No, *not in school* where chewing the Gum has no definite purpose because the child has you and his class-mates to help keep him on his toes, but *AT HOME* at what so many children think of as that boring homework. Might it not be worth trying — to suggest chewing Gum *THEN*? It is quite possible, based on the experience of the flyers, the chewing will make for a keener approach to the homework as well as foster better concentration. Besides having a welcome, wholesome, delicious stick of Wrigley's Spearmint to chew *THEN* might do a lot for improved attitude toward the work.

Continual war-condition-demands for a popular, wholesome, quality Gum such as Wrigley's Spearmint make it scarce so that there is not enough to go around. And because of this, we want you to have this new picture of the PURPOSEFUL and USEFUL side of our product, urging its use only when and where it is really needed . . . THE MAKERS OF WRIGLEY'S SPEARMINT.

K-110

CALIFORNIA TEACHERS ASSOCIATION

Some of the services of California Teachers Association are:

1. Advice and assistance from the Association officers and staff.
2. Sierra Educational News, the official magazine, each school month.
3. Opinions covering school law.

* * *

California Teachers Association's Program includes, among other things

1. Continued action on teacher retirement and a determination to have an adequate and sound teachers retirement law enacted at the earliest possible moment.
2. California Teachers Association stands as the recognized opponent of any movement or proposed legislation which might endanger public education.
3. CTA for many years has championed the rights and adequate protection of childhood.
4. California Teachers Association has always assisted, and will continue to help the National Education Association in its program.
5. California Teachers Association cooperates with the State Department of Education.
6. Maintenance of salaries adequate to meet the increased cost of living occasioned by present conditions.

* * *

Every teacher should be loyal to our country, to our schools and to our profession.

Every teacher should join the national, the state and the local teachers association.

Unified action alone can build a unified profession.

teacher, wrote letters to Lt. Lockwood, thanking him for their enjoyable and interesting forenoon.

In answer to the children's letters Lieutenant Lockwood penned what is, undoubtedly, one of the choice thoughts of this war. The sincerity of his belief and the humility of his understanding are a supreme example of the kind of thinking that our men and boys are doing; the kind of thinking that is making them capable of fighting in the most vicious, horrible way to win a hill, a town, or a city and once having won, being able to encompass within that same fighting heart, the compassion and love they show to the unfortunate victims of this war's brutality.

To men like this — to all the Lt. Lockwoods fighting in all the world — let this letter, in its simple and direct manner, stand as a pillar of fire in the cause for which we are fighting.

Sincerely,

E. Russell Alkire
Principal

* * *

Ordnance Company, Headquarters Battalion,
Training Center, Camp Elliott,
San Diego, California

Mrs. Mary Lazar
Loma Portal Elementary School
San Diego
Dear Mrs. Lazar:

Just received your very welcome letters and for the first time in my life I fully appreciated the art of correspondence. These letters brought out a point of sincerity and appreciation that is second to none.

I wish to convey my sincere thanks and my gratitude to all of your flock and to you the shepherdess. I wish to acknowledge the cooperation you extended to me that day and your thoughts that evidently followed since.

To your pupils say that I found much pleasure in taking my part as what is termed a "war-time Santa Claus." Remind them that this fight is to retain the real Santa Claus and to replace my jeep with the sleigh and reindeer that they have known and the children after them will know.

I say this because this mentioned fight is not to make them war-minded as Germany's children are, but rather to clarify this disillusion and to keep them as all democratic children should be, free in mind and spirit and truthful with the cause for which we are fighting.

Perhaps you can convey this message in terms of children's understanding and stress that this is not my thought alone

but the thought of all fighting-men who sincerely pursue the democratic aim.

On behalf of my men and myself I sincerely thank you all.

Very sincerely yours,
Roger J. Lockwood
Lieutenant, USMC

* * *

Scholarship Federation

Ina V. Smith, Turlock Union High School;
Ex-Presidential Adviser, California
Scholarship Federation

THAT a successful streamlined convention can be held in an overcrowded city on a Saturday in wartime was demonstrated October 16 by the California Scholarship Federation in Los Angeles.

Mrs. Ruth Tucker, vice-president of the southern region, with the cooperation of two hotels situated within a few blocks of each other, made arrangements which were wholly satisfactory.

At the morning session much business was transacted, amendments to the by-laws passed, recommendations made and the following officers elected for a term of two years: H. Marie Stiff, Norbonne high school, Lomita, president; Helene G. Kussick, Placer union high school, Auburn, treasurer; George R. Tracy, Polytechnic high school, Long Beach, registrar of eligibility.

The clerical secretary is now Mrs. Arline Hudelson of 2207 Shattuck Avenue, Berkeley, and the chairman of the Seymour Memorial Award Committee is J. B. Underwood of Grass Valley high school. Mrs. Margaret Van Winkle, the former chairman, reported that the winners of the awards last spring were Elizabeth Flaherty of John C. Fremont high school, Los Angeles, and William Woods of San Bernardino high school.

The advisers appreciated the greetings sent to them at the luncheon either by representatives or through messages from many colleges and universities, almost all of whom cooperate with California Scholarship Federation by offering scholarships to CSF Sealbearers.

At the round-table discussion in the afternoon, presided over by Naomie Gunderson, vice-president of the central region, many pertinent questions were asked and discussed.

The convention on the third Saturday in October, 1944, will be held somewhere in the central region.

Radio and Education

(Continued from Page 10)

RCA will send you Radio Electronics in Education, and the education department of the National Association of Broadcasters has a booklet interesting enough for vacation reading—The ABC of Radio.

Get Cooperation

Then act—to get more co-operation between broadcasting and the schools. But first admit that commercialism is necessary to keep the radio industry going. There has been too much "art for art's sake" or of bad programs put on by schools in the name of "knowledge," regardless of poor performance. Objectives and skill must be joined.

Please don't forget that radio in America is competitive, that the government has no strangle-hold on it, that for healthy democracy it must remain competitive. To do that, there must be selling of time,—"commercials." May we teachers never be among the benighted who cringe at the thought of mixing symphonies and cheese.

On the other hand, Levering Tyson, who has done fine service for education on the air, is right in condemning the excessive commercialized program that debauches itself in an orgy of advertising. Educational broadcasting should never become the poor relation of commercial broadcasting. Levering Tyson also says:

An Ancient Technique

"Is this radio a new art after all? We are prone to forget that prior to the invention of movable type, most instruction was carried on by word of mouth, and that we have become visual-minded only in the last four centuries. The invention of radio and the development of broadcasting have centered attention once more upon the spoken word. Will the radio serve to resurrect the techniques which were employed so successfully by the famous teachers of the past whose power is still felt today and will always exert an influence on the human race?"

NILES TRAMMEL, president of NBC, believes that broadcasting is an "art, a science, and a service," which can be a great tool in education. Wilfred Boney, of the Canadian Broadcasting Corporation, believes that radio must and will teach the student to "depend on records stored in his brain as much as books and notes." The primitive sense of hearing, and retention of what is heard, is a talent all but lost in the schools.

So, hunt for the names of those who believe in and are using radio in the schools. Talk with them if you can, write to them, read their books, and then find your own

laboratory among your own students. Something sturdy in our own national radio education will come from this. Soon we should be integrated from coast to coast, each state with a School of the Air, like that of Ohio and several other states, a nation with a stimulating and workable policy in radio education, one as clean cut as the air itself when plane motors whirr from ocean to ocean across this land.

Margaret Harrison, for three years an investigator for the use of radio in schools for Teachers' College, Columbia University, in her book *Radio in the Classroom*, has used the classroom intelligently as a laboratory for co-ordinating radio and education. In her threefold discussion of preparation for the program, participation in the program, and activities arising from the program, she concludes:

In the Classroom

"The Radio Research Bureau of Teachers College also received many samples of radio-stimulated creative work. Many grew out of interests suggested by music compositions as Fingal's Cave, Thunder and Lightning, Beauty and the Beast, Siegfried, The Ride of the Valkyries. In most cases the children pictured what the music meant to them . . . Poems were written. Plays—particularly radio dramatizations—were written and produced. . . . The various kinds of creative work stimulated by radio indicate the wide variety of individual and group efforts that may result from school use of radio. . . . 1. It shows that a radio program does not necessarily finish with the click of the radio switch. . . . 2. It shows the teacher a method of checking on the effectiveness of radio listening without recourse to formal recitations, questions and answers, and tests."

The radio logs of the office of the County Superintendent of Schools of Los Angeles, Division of Secondary Education, are well-planned, accurate, concise. Here is a sample:

Listening for Victory—Selected programs for in and out of school listening.

Radio Log No. 9—How judge what makes a program good?

A. Setting standards

1. What are the purposes of the program? To inspire, to instruct, to entertain, to amuse?
2. Who benefits from the program? The sponsors, broadcasters, listeners, others?
3. How well does the program achieve its purpose with you?
4. How do you think the program is received by listeners in general?
5. In what way does the program improve the welfare of broadcasters, sponsors, listeners, our country?

B. Where to find stations

C. Special new programs starting

D. Listing of programs of educational and cultural interest day by day

E. Recommended programs with code key for adult learning, children's programs, defense, English, drama and speech, music, science and natural history, social studies.

2. Harrison, pp. 103-104.

Keep in touch with the work of such teachers as Helen Rachford, co-ordinator of Los Angeles County Schools. She can give you ideas both on how to use radio in the classroom and how to use it for out-of-school listening. And Katherine Sibley, NBC, San Francisco, is also doing fine work in showing how broadcasting and the schools can work together. A pamphlet by Luther Weaver of the Minnesota Radio Council can give you specific information on developing the best methods of listening.

Dr. Paul Lazarsfeld, of Teachers College, Columbia, has done much skirmishing on this listening question in the application of

MUSIC AS THE MIRROR of LIVING

Music is a manner of speaking. Through it men with songs in their hearts have told the legends and described the beauties of their native lands, have written the ultimate in drama, have expressed the beauty in their hearts.

To show your students how music is a mirror of history, art, drama, and life, the winter Standard School Broadcast will cover the programs below. Tune in each Thursday morning at 10:00 to 10:30 over the N.B.C. Pacific Coast Network.

PROGRAM SCHEDULE

January 6..Popular Music and History
January 13..Descriptive Music and Art
January 20.Emotional Music and Drama
January 27...Absolute Music and Life



FREE TEACHER'S MANUAL

Available to any accredited Pacific Coast teacher, and to adult listening-group leaders who use it in conjunction with group-listening to the broadcast. For Request Cards write Standard School Broadcast, 225 Bush St., San Francisco.

STANDARD SCHOOL BROADCAST

Standard Oil Company of California

radio to education. The conclusion is: students must do more than listen, they must act. They must put on their own programs. Radio education must be a sensible combination of listening and doing.

A Fuller Education

If you do these things consistently, you should see radio in the schools stimulating interest and wonder, arousing curiosity, adding information, and new skills, particularly in music and in knowledge of foreign languages and in keeping up with the new geographical face this old world is getting daily. And you will often find that a history dramatization may lead to oral discussion in English, a music program may contribute to the study of a country and its people, and a health unit may fit into a unit in science. In-school or out-of-school listening or doing—all of it adds up to fuller education through radio, and the wish on the part of those who were born too soon, that they might know what it means to learn on the airwaves.

For magazines, follow a few regularly. For example, Marguerite Code in *American Childhood*, R. V. Braham's *Audio-Visual Aids in School Executive*; the *Oregon Journal of Education*; Elizabeth Goudy when she writes for *Sierra Educational News*; Wm. H. Hartley's *Radio Notes—Sight and Sound in Social Studies*; Robt. E. Jewett's *Visual and Other Aids in The Social Studies Magazine*. Read *Broadcasting and Movie-Radio Guide* each month.

Above all, try to remember what Henrik

Van Loon said about radio in education. "Do not turn radio into an aerial play pen in education," he cautioned. "Let us remember that all those of us who mean truly well by the younger generation and who wish to prepare them not for an imaginary life in an imaginary world but for a bright and amusing and happy life in a world of facts, should at all times be conscious that, no matter what we do, we are working for two invisible sponsors—our own sense of good manners and the love we bear that country for whose greatness we shall strike the mightiest of all blows by making the future generation more worthy of its ideals than we ourselves have been."

Values of Radio

And the British:

"Radio provides help for teachers in subjects in which they are not specialists, gives variety, new voices, new points of view, gives more reality by bringing the outside world into the classroom, illustrates class lessons by means of dramatic interludes, provides up-to-date information on a large number of subjects, sets an example of high standards, and makes it possible for parents to discuss programs with their children, often programs which the children have heard at school and the parents at home. It is a new university to which all can belong, it brings discussion that leads to action, it provides the honest simplification of great issues, it is the mighty tool of the coming brotherhood of man."

And David Sarnoff, who has said it more quickly:

"Radio reaches both the rich and the poor. It reaches the leaders and the led. It reaches the literate and those who cannot read. It brings the treasures of education to all alike . . . the richest man in the world cannot buy for himself what the poorest man gets free by radio."

So go into your discovery of radio and education eagerly, honestly, thoroughly for the sake of those whose lives will be brighter, fuller, because education and radio—life and power—are working strongly and keenly together. And try to have an American part some day in helping to answer these questions:

"Will the coming generations have a greater knowledge of the world outside their nation? Will they take a keener interest in local politics, and in government of their own country? Will they be better able to detect false and unworthy causes because of the X-ray quality of radio? Will they realize that it is not bigger and better armies but ideas and great ideals that can change our ways of life and make a better world

in which all nations may live together in peace?"

Then send your answer to whom you please. I shall send mine to Dr. James Rowland Angell because of what the NBC-Stanford Radio Institute and Mrs. Inez Richardson's course in Radio in Public Service did for me in the summer of 1943, even as some prophesied that things of the spirit and the mind must pass into the shadows in these brutal times.

* * *

Earth Science

THIS new physiography by Fletcher of James Monroe High School, New York City, is based on *New Physiography* by Arey and others and is now brought out in a fine new edition with a complete rewriting of chapters 24-29 dealing with meteorology and from the modern standpoint of air-mass analysis.

This admirable high school text of nearly 600 pages has many illustrations, maps and color plate; published by D. C. Heath and Company, 182 Second Street, San Francisco; price \$2.20.

* * *

Neighborhood Recreation Areas and Facilities are thoroughly discussed in a useful 16-page bulletin, with special emphasis on standards, issued by National Recreation Association, 315 Fourth Avenue, New York City 10; price 15c.

* * *

Poems by Stockton

COLLECTED Poems of James Leroy Stockton, a beautifully printed book of over 300 pages, is published by Chapman & Grimes, Inc., 30 Winchester Street, Boston; price \$2.50.

The late Dr. Stockton, resident of La Jolla, distinguished himself in California in the field of education. He was on the faculty of Stanford University and San Jose State College and was vice-president of Santa Barbara State College. He also was a well-known psychologist.

An accomplished master of technique—the sonnets, quatrains, rondels and other fixed forms are gracefully and competently handled—he was, in addition, a good deal of an experimenter in free verse forms. Night Court and Flashlights of Folks show him at his experimental best; and the cowboy verse, poem in negro dialect, and enchanting rhymes for children present still other sides of this many-faceted poet.

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ENGLISH AND THE WAR

REVAMPING THE ENGLISH CURRICULUM TO MEET THE NEEDS OF A WORLD AT WAR

Reba G. Mack, Teacher, Sacramento Senior High School

THE communications program in Sacramento Senior High School was introduced to spread to all departments the responsibility for the student's reading, writing, and speaking correct English.

If, by the combined effort of all departments, our high school graduates 1600 students proficient in the rudiments of speaking, reading, and writing English, we shall be highly gratified. We may then be graduating 60% of our students with some degree of proficiency in using English.

If we who are designated as teachers of English are to be delegated to give intensified training in specialized fields of English, we shall simplify our plan of study in each branch of English. A world at war is going to give the courses now purporting to teach English a thorough revamping.

Together we will look at the changes that seem imminent in the teaching of English. But first let us determine what the situation is in the high schools of the United States. A recent investigation by a national committee on education determined that 40% of the boys and girls now enrolled in our high schools could not make use of the major portion of the material offered them.

To the large group of disqualified young people who are in our schools we must add a smaller but a very important and significant number of boys and girls who have the ability to handle the material offered them in the schools, but who have not the desire for learning which will make them take advantage of the offerings. The enforced attendance at school makes them bitter and resentful. Since English courses have been thrust at them during every year since these now recalcitrant young people entered the school system, they have developed a special distaste for the subject called English.

New courses to meet war needs give promise of being developed in connection with the teaching of English. Some of these courses will be placed in departments other

than the English department. It may be asked, "Is English important in defense? Can it be used in the defense program?" It certainly can. There are problems of faulty communication, both written and oral, which effect the Army and are real problems.

Faulty writing means misinterpretations, and misinterpretations result in lack of efficiency; and efficiency in all its forms is vital to a prepared army. Faulty reading is as detrimental to efficiency as faulty writing. Faulty reading of a war dispatch may cost many lives. Since 40-60% of our students are deficient in reading ability, and 8% are severely retarded in reading ability, and since it requires a teacher specially trained to remedy many of the reading difficulties; it seems desirable and probable that in the near future more time and thought and money will be devoted by the educational authorities to correcting defects and turning out, instead of our present 60% of poor readers, 60-70% of efficient readers to meet war needs for communication.

Make Good Readers

Teachers in every department will be more vigilant than they are at present to make of their students good readers. To improve the reading situation in the schools will require combined effort. What about the new courses in which the skills of reading, writing, and speaking will be used?

HERE a few suggestions:

Radio offers a particularly vital means for getting matters of importance across to the general public. The English department may give instruction in the writing of scripts for dramatized presentation over the radio. Such a radio series will call on the resources of writers, and the students may be made to feel that, if later they are able to secure the opportunity of giving the series of productions over the air, they are making a valuable contribution to defense work.

Still holding in mind war needs in connection with the teaching of English, what kind of reading do the soldiers do in camp, what is the war-torn populace reading? We who were brought up on the classics and who love them and are grateful for all the good the reading of these treasures of literature provides, we have to own this is a journalistic age.

In order to improve reading in the high

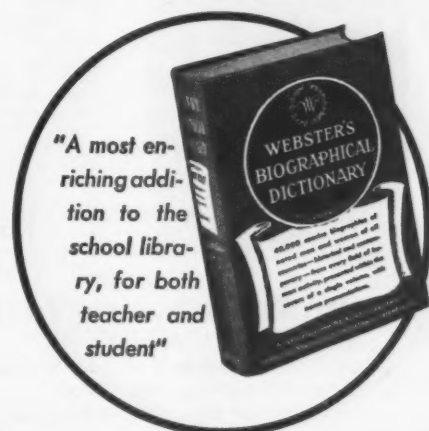
school, changes must be made in the teaching of reading in the elementary school. Now that we are cutting so much red tape and breaking down so many traditions in other fields, such as in the use of automobiles, in the use of sugar and coffee, in all our ways of life, cannot educators coordinate more closely the work done in the elementary school and in the junior high school with that done in the high school?

We blame the taxpayer for complicating the system by demanding that a multiplicity of subjects be taught in the early grades. If Mr. Taxpayer will simplify the curricula in grades from one to six, and seven to nine, we think he will get more efficient teaching in grades ten to twelve, and we shall be able to turn out more boys and girls at the end of the twelfth grade who will be worthy to be called high school graduates. The colleges and the Army and Navy will thank the city school system for simplifying its demands; for our young people will be better educated and better equipped to meet the needs of a world at war.

THE English curriculum is being changed to meet the needs of a world at war. There is reason to hope the teaching of reading, writing, spelling, grammar, and composition, and of books called literature will be simplified, condensed, and more systematically distributed throughout the first 12 grades to insure covering the field of English, so-called, and to avoid needless repetition.

But the teaching of the classics will not go, the classics with their gleams of eternal truth. Great authors reveal their own

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Write for descriptive circular to Department 9

G. & C. MERRIAM CO., Springfield 2, Mass.

beauty and strength. There are students with powers of perception. It is our privilege as English teachers to lead them gently on, clearing away the obstructions until the reading leads to delight, and the delight is crowned with wisdom.

To develop clear-thinking students, honest thinkers with originality and initiative, is to make no mean contribution to democracy. And happy shall we be if, when the fundamentals are revamped, we find that the neglected 40% of the students who are now with us are having a training in English which meets their simple needs.

* * *

In Memoriam

California School People Recently Deceased

Champ S. Price

A Tribute by Roy W. Cloud

On October 21, 1943, Champ S. Price died at Mt. Hermon, age nearly 88 years.

A native of Bowling Green, Missouri, he was a great tall fellow and was superintendent of Santa Cruz County schools back in 1907 when I became superintendent of schools of San Mateo County. He and D. T. Bateman, superintendent of Santa Clara County schools, who was also a big man physically and mentally, were two officials who took a great deal of interest in me as the youngest superintendent of schools in California.

He was one of the few men who served as a county superintendent in two counties

of California. While I was superintendent of schools of San Mateo County there was a joint-school-district located on the very edge of San Mateo, Santa Clara and Santa Cruz Counties and called Fairview School. It was the duty of the three superintendents to visit this school once a year. Mr. Price, Mr. Bateman and I always planned to visit it together. The teacher was a very splendid little woman about 5 feet 2 inches tall. Mr. Price was about 6 feet 4, Mr. Bateman was 6 feet 3, and I was well over 6 feet tall.

I remember once when we met at Saratoga and went on the rest of the way in Mr. Bateman's double-team we arrived at the Fairview School at about 10:30 in the morning. There were three children present. Two of them were from San Mateo County, one was from Santa Cruz. I loaned Mr. Bateman one from San Mateo so that Santa Clara County could be represented. It seemed like an awful waste of manpower but at any rate the superintendents enjoyed the visit, whether Miss Sterling and the pupils did or not!

Mr. Price retired from active school work nearly 30 years ago and for many years was the manager of the Mt. Hermon Properties. He is survived by his widow and two daughters, both of whom are teachers.

* * *

The Instructor, widely-known teachers magazine with a national circulation, has 7 California teachers as contributors to its November issue, — Kaye Negley, Los An-

geles; Henrietta Holland, Highland; Ida B. Haugen, San Diego; Catherine Urban, Palo Alto; Don Marshall, Pasadena; Mrs. Harriette Wilbur Porter, San Diego; Mrs. Rose Kennedy Gidley, Ukiah.

The Instructor is published by F. A. Owen Publishing Company, Dansville, New York.

* * *

Descriptive

Beatrice Krongold, Muir Junior High School, Burbank, Los Angeles County

SWEEPING the street
In hilarious measure,
The rollicking wind
Finds her housekeeping
Pleasure.

* * *

Administrative Women

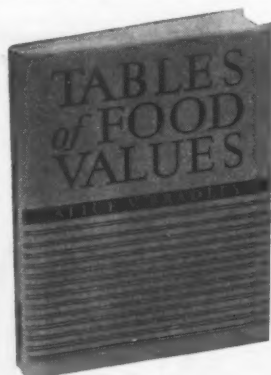
Lorene Killey, Oakland

NATIONAL Council of Administrative Women in Education, California Bay Section, has done its bit toward the war effort. It is a small group though a busy one; average membership in wartime is about 25. The interest has been kept up entirely through correspondence.

Up to the present time, three \$25 war bonds have been purchased. Christmas boxes have been sent to the overseas boys in the service. The girls in the service were not forgotten either.

The members worked individually and in groups. One member alone sent 21 boxes overseas. Some of the members stimulated the teachers in their schools to do likewise. This was also carried down to the classroom where the boys and girls also did their part. A class secretary wrote to this organization to get information about sending boxes. One member, a principal and her school have adopted five boys in the Coast Guard Service. They sent Christmas boxes to these boys last year and this year as well.

It was a happy experience for everyone all along the line. It is hoped that the folks in the service will enjoy their Christmas boxes as much as the givers who sent them on their way. This little organization feels that there is much that an educational group can do to help in the war effort if hands are willing to work and hearts are right.



"sufficient with no other reference" From *Annals of Internal Medicine*,* Sept. '48 **TABLES OF FOOD VALUES**

By ALICE V. BRADLEY
Assoc. Prof., State College, Santa Barbara

Endorsed by American Medical Association's *Hygeia*, *American Journal of the Medical Sciences* and other professional periodicals, and by every national and state agricultural and medical bureau reviewing it. Clear, legible figures, unusually convenient dual listing of all foods by their common names, with vitamin and mineral values expressed in terms of both average servings and units of weight, completely revised and up-to-date, "For anyone interested in the composition and nutritive values of foods or in computing diets with accuracy, this book is sufficient with no other reference necessary."* Clothbound, \$3.50

CONSUMER ECONOMICS

By ADA KENNEDY

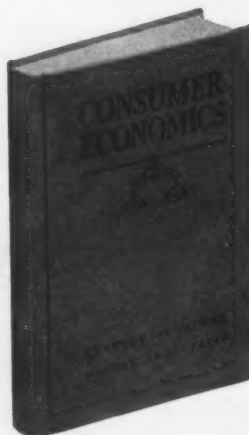
Asst. Prof., Pasadena J. C. Adult Classes, and

CORA VAUGHN

Senior High School, Burbank

"This is one of the few books satisfactory as a text in high school consumer courses," says *Modern Business Education* magazine. Widely adopted throughout the country. Especially valuable for basic study of food, clothing, money, investment, and household management, as well as for attractive, informal writing style, progressive, unit organization, and real-life point of view. Extensive reference suggestions, index. Also by the same authors: *Consumer Economics Workbook*, based upon the text. The textbook: clothbound, \$1.72. The workbook: brilliant card binding, 76 cents.

For further information, please address
THE MANUAL ARTS PRESS - PEORIA 3, ILL.



Visual Education

(Continued from Page 6)

must, of course, include text books and teachers.

All important, too, is the service of a competent and experienced operator for the projection machine. The successful presentation of a picture must be smooth and uninterrupted, and every care taken to preserve the film so that it will be returned in the same condition as received. Films, especially colored pictures, are costly, often running up to several hundred dollars for each print and every care for their preservation should be taken.

A new non-profit visual aid program is announced which will make available stories based on William L. Shirer's *History of World War 2*, Wendell L. Willkie's *Siege of a Russian City*, and *China Fights Back*, by Madam Chiang Kai-shek. These, according to visual aid experts, are extremely well-suited to making the study of current history more interesting.

Information regarding a large library of standard slide films, should be addressed to Society of Visual Education, Inc., 100 East Ohio St., Chicago 11.

MANY informative industrial films are available. One showing the production of salt by the oldest known method, solar evaporation, is ready for release. This 20-minute colored film will be loaned without charge to schools having a 16MM projecting machine equipped for sound.

Requests for its use may be addressed to Public Relations Department, Leslie Salt Co., 310 Sansome Street, San Francisco 6.

* * *

American Nations

GINN and Company has issued an up-to-date geography, *The American Nations*, by Atwood and Thomas, outstanding textbook authors in the geography field. It strengthens the pupil's appreciation of the United States; makes him more hemisphere-minded; and helps him to understand postwar problems as well as wartime problems.

There is a full treatment of Latin America and much material to aid in global thinking and air-mindedness. Many illustrations and maps in color; price, \$1.68; workbook and teachers manual also available.

To precede this book it is recommended that *Atwood-Thomas Visits In Other Lands* be used, also published by Ginn and Company.

Founders Day

FIVE Southern California Chapters of Pi Lambda Theta, national association of women in education, united to honor Founders Day, November 19, at Pasadena Athletic Club.

Mrs. Juanita Taylor, president of Alpha Iota chapter, Claremont College, presiding at the dinner meeting, was assisted by presidents of the other chapters: Gladys Coryell of Alpha Delta, UCLA, Irene Reed, Sigma, USC, Ethel Percy Andrus, Los Angeles alumnae, and C. Lorene Fritch, Pasadena alumnae.

Vivian Griffin, member of Los Angeles alumnae chapter, was toastmistress and introduced the guest speaker, Ruth St. Denis, well-known dancer and member of the teaching staff of Pasadena Playhouse. Music was provided by Pasadena Junior College string ensemble, under direction of Lulu C. Parmley.

* * *

They Were San Franciscans

Caxton Printers have issued a volume of interest to all Californians, entitled *They Were San Franciscans*.

It is written by Miriam Allen de Ford, who became a resident of San Francisco in 1918 and shortly thereafter married Maynard Shipley, writer and lecturer. She began writing stories of California over 20 years ago.

They Were San Franciscans contains the stories of many prominent Californians of Gold Rush and later days. Each story is complete in itself. San Francisco's romantic history is skillfully woven into these biographies. Price, \$3.50.

* * *

Imperial Book Co.

IMPERIAL Book Company, 2307-76th Avenue, Philadelphia, offers liberal discounts to schools on numerous books issued by McBride and other publishers. For example, the McBride series *He's In The Army Now*, etc., comprises 11 titles and are listed at \$2.50 each.

He's In The Marine Corps Now, by Israel, tells everything the citizen needs to know about this shore-fighting branch of our Navy; 190 pages, many illustrations.

Young Canada, by Peck, (\$2), with many

beautiful illustrations by the author, recounts the life of young Canadians in a most interesting way for their cousins in the United States. The author attained national popularity through her previous book *Young Mexico*, similarly interpreting the youth of that land.

* * *

Air-Age Education

AIR-AGE Education Research, a highly important new project sponsored and supported by American Airlines, is directed by Dr. N. L. Engelhardt, Jr.

He formerly was research associate at Teachers College, Columbia University, and more recently, has held several important research positions, and is author of *Education for the Air-Age*, *New Frontiers of Our Global World*, and *Air World Map*.

Charles A. Rheinstrom, vice-president of American Airlines, states that Air-Age Education Research will act as liaison agency, bringing air transportation engineers and technicians into closer relationship with leaders of schools, colleges, and adult education.

Teachers and school administrators who desire help in their aviation work are invited to write to Dr. Engelhardt at 100 East 42nd Street, New York City.

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Southern Section

Los Angeles County: Perry; South Pasadena — San Marino High; South Pasadena — El Centro and Oneonta, Little Lake, Spadra.

Orange County: Anaheim — Lincoln; Garden Grove Union High; Orangethorpe; Orange — Cypress, San Clemente, San Juan, Diamond, San Joaquin No. 1; Orange County Superintendent's Office.

Riverside County: Eastvale, Alberhill, Perris Union High; Lakeview, Midland; Riverside — Palm and Washington.

San Bernardino County: Colton — Grant and Wilson; Detention Home, Yucaipa.

San Diego County: Richland, Fallbrook Union High, West Fallbrook, Potrero, Rancho Santa Fe, Sweetwater Union High, Chula Vista Junior High, Barrett.

Santa Barbara County: Olive, Orcutt; Santa Barbara — McKinley.

Ventura County: Montalvo, Mound.

Northern Section

E. V. Cain, district superintendent, Auburn Union Elementary School, reports his school staff is enrolled 100% in CTA for 1944. Mr. Cain is one of the progressive school superintendents of California. The 100% membership bespeaks a fine professional attitude on his part and on that of the Auburn elementary teachers.

Life's Cubit

Alberta Dredla, Adult Education, Montebello, Los Angeles County

THREE things have made me bigger Than I was before today:

I forgave the thoughtless word
And broke the silence
Where a wounded friendship lay.

I went where I did not care to go,
And saw the simple splendor of love,
Lighting a humble home each day.

I took the time to count the stars
And listened to what they had to say.

* * *

Problems of Migration

THE Elementary School Faces the Problems of Migration, 15th yearbook of California Elementary School Principals Association, 160 pages, was ably edited by Roy E. Learned of Sacramento.

E. P. O'Reilly, president of the association and principal of Lincoln School, Sacramento, commends the book for its clear statement of a national problem, as well as for its practical suggestions for the solving of many local difficulties.

Sarah L. Young, principal, Parker School, 7921 Ney Avenue, Oakland 3, is distributor of this praiseworthy yearbook; price \$1.

COMING

December 3 — CTA Board of Directors; regular meeting. Biltmore Hotel, Los Angeles.

December 3, 4 — CTA State Council of Education semi-annual meeting and State Committee meetings. Biltmore Hotel, Los Angeles.

December 4 — Society of the Sigma XI; 44th annual convention. Shoreland Hotel, Chicago.

December 4 — School Library Association of California, Southern Section; annual Christmas Party, 10 a.m. and luncheon sessions. Friday Morning Club, 940 South Figueroa Street, Los Angeles.

December 7 — Remember Pearl Harbor!

December 10 — Butte County Teachers Institute. Oroville.

December 11 — CTA Bay Section Council; regular meeting. Sir Francis Drake Hotel, San Francisco.

December 11 — Association for Childhood Education, Southern Section; Christmas luncheon, 1 p.m. Los Angeles Athletic Club, 431 West 7th Street, Los Angeles.

December 13-15 — Glendale City Teachers Institute.

December 15 — Bill of Rights Day (commemorating December 15, 1791).

December 15-17 — American Vocational Association; 37th annual convention. Hotel headquarters, Morrison and Palmer House, Chicago.

December 20-22 — Santa Monica City Teachers Institute.

December 25 — Christmas Day.

January 8 — School Library Association of California, Southern Section; book breakfast, 9 a.m. Mannings, 319 West 5th Street, Los Angeles.

January 10-12 — American Association of School Administrators; regional meeting. Seattle.

February 12 — Abraham Lincoln's Birthday.

February 22 — George Washington's Birthday.

May 30 — Memorial Day.



Ray Schiff

(1943 Westinghouse Grand Science Scholarship Winner)

Chemistry is required for Ray Schiff, at Harvard, although Ray plans to major in atomic physics. The experiment he is working on is nearing completion; he is observing the reaction and recording his observations. Ray lives in New Rochelle, N. Y.



Gloria Lauer

(1943 Westinghouse Grand Science Scholarship Winner)

As a pre-medical student, Gloria Lauer who lives in Ames, Iowa, must also know her chemistry. She is shown here in the laboratory at The Ohio State University, setting up apparatus and lighting a Bunsen burner in preparation for an experiment.

The third Science Talent Search is under way ...and 77 previous finalists are now in college!

This month, able high school and preparatory school seniors in all parts of the country are taking special science aptitude tests, which are administered by their teachers under the direction of Science Clubs of America.

This is the first step in selecting a group of 40 potential scientists—candidates for Westinghouse Science Scholarships in the Science Talent Search.

The 40 who are chosen as finalists, on the basis of these tests, school records, essays and other requirements, are taken to Washington as guests of Westinghouse. In Washington, after further examinations and personal interviews with the judges, winners are awarded Westinghouse Science Scholarships, ranging from \$100 to the two Grand Scholarships of \$2400 each.

Of the 80 young men and women who have been finalists in the first and second Science Talent

Search, 77 are now in college, 12 of whom are service men assigned for college training, and 3 are in other army or navy service. Every one of the 80 was offered scholarship help from other sources, in addition to any Westinghouse awards.

The majority of the 520 others who received honorable mention also received scholarship offers from leading colleges and universities.

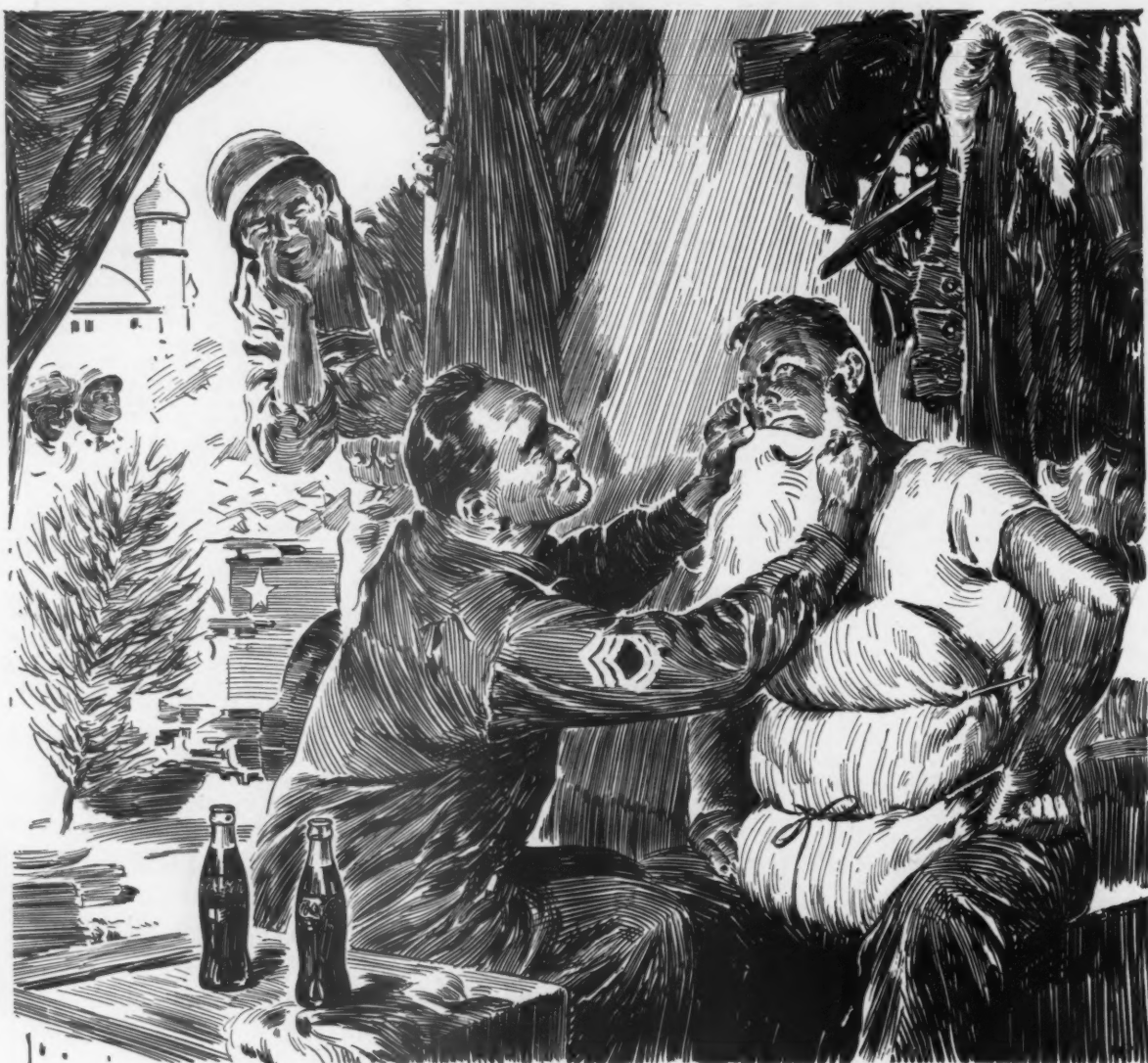
Every student who has the requisite ability deserves an opportunity to qualify in the Third Annual Science Talent Search. The examination period ends December 27. You may still obtain examination papers and other necessary information in time by writing to Science Service, 1719 N Street, N.W., Washington (6), D. C.

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It's natural for popular names to acquire friendly abbreviations. That's why you hear Coca-Cola called "Coke".

